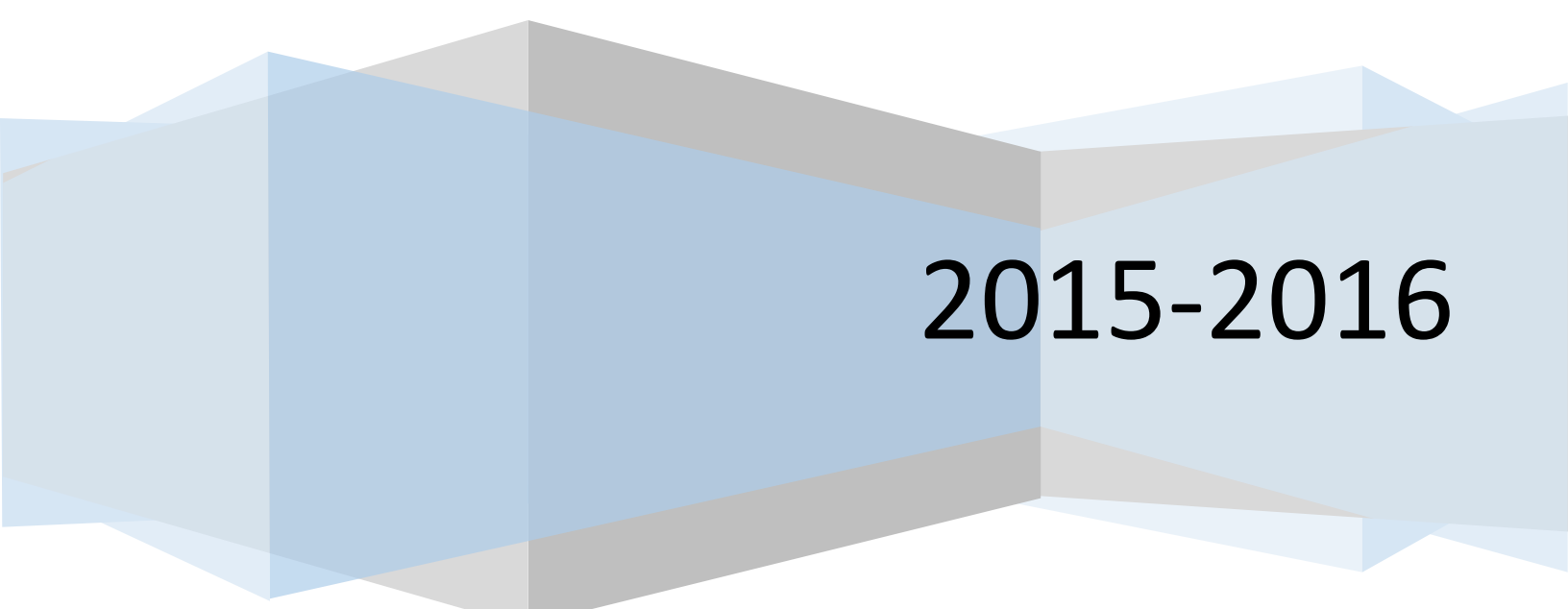Los Angeles Unified School District

# ESBMM Re-authorization

**School: CARSON SENIOR HIGH**

# 2015-2016

**School's Mission and Vision:**

# 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.

**CARSON COLTS AIM**

**MISSION**
What We Do

**C**ommitted to
**A**cademic
**R**igor
**S**kills and
**O**pportunities that
**N**urture

**VISION**
Who We Become

**C**ollaborative
**O**rganized
**L**earners &
**T**hinkers toward
**S**uccess *who acquire*

**AIM**
What We Achieve

**A**dvanced Skills
**I**nvolved Citizenship
**M**arketable Readiness

# CARSON PAMA VISION, MISSION, AND STUDENT LEARNING OUTCOMES

**VISION:** Performing Arts and Media Academy students provide a voice for and promote creative expression within their community while integrating and promoting academic excellence in arts and media careers.
**MISSION:** The Performing Arts and Media Academy instills within our students a passion for artistic expression, creativity, independent thinking, innovation, and technology. Students demonstrate their understanding of scholarship and artistic voice through projects, collaboration, and real-life experiences.

| | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
|---|---|---|---|---|
| **A** **Advanced Skills** | **Reading/Writing/Math** Students will demonstrate mastery of reading, writing, and math skills by earning a C or better in core content classes. Evidence of mastery must include vocabulary from core content and Performing Arts and Media fields. Four work samples must be shared with parents in Student Led Conferences. | **Technology** Students will demonstrate mastery of software, hardware, and internet research that integrates reading, writing, and math skills as evidenced by typed papers, powerpoints, and inclusion of apps, charts, graphs, and links using cell phones, tablets, audio, lighting, and visual equipment. Two work samples must be shared with parents in Student Led Conferences. | **Critical Thinking** Students will answer complex questions and analyze multiple texts; including interpretation, comparative analysis, delineation of arguments and claims, and application to real-life issues. Students will demonstrate this critical thinking process by completing at least one extended written assignment that also incorporates Performing Arts or Media themes. | **Creativity** Students will use core content, vocabulary, technology, and critical thinking skills to create original ideas pertaining to Performing Arts or Media and to visually and verbally present these ideas to a panel of students, adults, and affiliated business partners as a Senior Defense Project. |
| **I** **Involved Citizenship** | **Conflict Resolution** Students will apply their understanding of personal responsibility and positive decision-making through weekly reflective journaling and by sharing 2 or more personal growth experiences with their 11th grade Advisory Mentor. | **Inquisitive Learning** Students will research performing arts or media topics of interest and how this topic affects current personal or global issues. Research must include active observation and participation in a school or community activity. | **Mentoring** Students will formally mentor one or two 9th graders in Advisory to help 9th grader set and reach at least one goal in personal, social, academic, and/or civic activities. The Mentor will monitor the mentee's progress and write reflections on his/her influence on the 9th grade mentee. | **Leadership** Students will be informed and involved citizens of their local communities through internships, volunteerism, and club/activity leadership. They will effectively collaborate with, coordinate and/or organize a team to create and carry out action plans. |
| **M** **Marketable Readiness** | **Ethics** Students will grow in their understanding and application of personal, social and work ethics; including organization, respect, responsibility, dependability, integrity, humility, trust, and wisdom. Students will share learning both verbally and in writing with their Mentors through formal discussions and activities. | **Communication** Students will present a research topic of choice to a classroom of peers using technology, persuasion, reasoning, and evidence. Presentations must include audience participation through questioning, surveys, or sharing of ideas or opinions. | **Career Integration** Students will complete a Linked Learning Workforce Readiness certification that includes: Mock interview, Professional Dress, Resume, and Letter of Intent. Students create self-directed plans of action reflective of their potential college choices and career goals. | **College Readiness** Students will write a comprehensive list of what is required to be college and career ready, will complete a Portfolio Personal Statement, visit the College center at least 2 times, research and/or visit at least 3 colleges or a college fair, and complete at least one CTE capstone, honors or AP course. |

\*\* ALL Learner Outcomes BEGIN in 9th grade and are regularly measured. VMO chart reflects specific Academy-wide projects aligned to each grade.\*\*

# CARSON GBLG VISION. MISSION. AND STUDENT LEARNING OUTCOMES

**VISION:** The Global Business, Law & Government Academy produces students who are well-versed in business and legal principles and ethics. They excel at critical thinking and are collaborative and responsible members of their community.

**MISSION:** The Global Business, Law & Government Academy provides a cohesive instructional environment through Linked Learning classrooms that integrate project-based learning, technical instruction, and college and career readiness experiences.

| | 9TH GRADE | 10TH GRADE | 11TH GRADE | 12TH GRADE |
|---|---|---|---|---|
| **A Advanced Skills** | Students will be able to adapt to various teaching methods in order to comprehend academic information and apply it through the completion of tasks such as: Equations, hypothesis, thesis, 5 paragraph essays or presentations. They will also begin to apply business and legal terms within discrete tasks. | Students will be able to analyze problems and arguments using logic and evidence to make comparisons. They will be able to develop connections between courses' content and be able to present that analysis utilizing written and oral skills. They will also be able to analyze general business and legal themes/decisions. | Student will be able to evaluate and defend arguments with relevant evidence from multiple sources both primary and secondary. Students will be able to evaluate legal and business terms, documents and procedures. They will be also able to complete extended written assignments/projects/ reports. | Students can use content knowledge to create action plans to address and/or resolve local and/or global legal and business problems. Can create and present original presentations of their learning appropriate for particular audiences and purposes. Can effectively apply technological, writing and verbal communication skills to any task. |
| **I Involved Citizenship** | Students will apply their understanding of citizenship and personal responsibility through the use of organizers and to-do lists to help manage deadlines and tasks and the completion of one community service activity. | Students will be able to analyze personal and alternative perspectives, utilizing said analysis to resolve conflicts peacefully. Students will be able to analyze their role within their local and international communities and begin actively engaging in ways of addressing personal and collective challenges. | Students will be able to evaluate a local/global issue and possible solutions. They will be able to evaluate their rights and responsibilities within their multiple communities and hold a leadership position in an on- campus or community organization. | Students are informed and involved citizens of their local and international communities. They can effectively organize a team to create and carry out action plans. They can create self-directed plans of action reflective of their self-knowledge and personal and collective sense of ethics. |
| **M Marketable Readiness** | Students will be able to apply their knowledge of computer and communication skills through the completion of a power point presentation and a 5 minute public speaking task | Students will be able to complete a 1o minute public speaking/presentation of learning task. They will be able to analyze possible career opportunities and the skills and preparation needed to enter the business and/or legal fields. | Students will be able to complete a 20 minute public speaking/presentation of learning task. They will be able to evaluate possible post-secondary action plans and complete the necessary tasks needed to be "internship ready." | Students understand the multiple business and legal/justice career options they have and the specific skills and knowledge associate with those fields. They can create legal/ business documents and complete a 30 min public speaking/presentation of learning task. They have created a post-secondary plan of action grounded in a marketable field. |

**\*\* ALL Learner Outcomes BEGIN in 9th grade and are regularly measured. VMO chart reflects specific Academy-wide projects aligned to each grade.\*\***

## CARSON ESET VISION, MISSION, AND STUDENT LEARNING OUTCOMES

**Vision:** ESET students have the ability to understand, practice, and promote sustainability in their community and environment while fostering career interests in science, technology, engineering, art, and math.

**Mission:** ESET creates a vibrant community that instills a love of scientific inquiry and nurtures individual passion through creative innovation and application in real-world projects, job shadowing, internships, and apprenticeships, working closely with industry and academic partners.

| | 9th Grade<br>COMMUNITY | 10th Grade<br>ENVIRONMENT | 11th Grade<br>INQUIRY | 12th Grade<br>CAREER |
|---|---|---|---|---|
| **A**<br>Advanced Skills | Students learn to question and evaluate given societal norms and practices in order to flexibly approach and understand a dynamic world. | Students become self-directed learners who expand their knowledge by reflecting on their goals, their growth, and their environment. | Students identify a research question in their field of interest, collaboratively design an investigation, and present the results in an engaging manner. | Students embrace a challenging learning experience by collaborating on a project requiring critical thinking, problem solving, and the effective use of technology. |
| **I**<br>Involved Citizenship | Students understand the value of community through a grade-level bonding experience in nature. | Students understand environmental stewardship through a collaborative, interdisciplinary project that that benefits the local community. | Students understand the role of mentoring in building relationships, both as mentors to lower classmen and as mentees in career-oriented internship programs with industry and academic partners. | Students understand the purpose of informed civic involvement and their responsibilities as committed citizen-advocates while serving in apprenticeships and other career-related programs. |
| **M**<br>Marketable Readiness | Students apply their knowledge creatively while completing one real-world collaborative project in an area of career interest. | Students explore concrete career options and their relationship to the environment through job shadowing and other career-related activities. | Students develop a working portfolio that includes a post-secondary action plan, a résumé, a letter of introduction, and a personal statement. | Students emerge with a clear sense of career direction by finalizing their portfolio. |

**\*\*All Learner Outcomes BEGIN in 9th grade and are regularly measured.  VMO chart reflects specific Academ-wide projects aligned to each grade level.\*\***

**Carson High School's Commitment to the Public School Choice Plan:**
Carson recognizes the need for all stakeholders, particularly Carson staff, to annually review both the Public School Choice Plan, the WASC Critical Areas for Growth, Carson's Vision, Mission, and Critical Learner needs, and Carson's WASC and SPSA Action Plan.

It is expected that all Carson staff will annually review and sign Carson's 'Commitment to the Plan' at the beginning of each school year, and upon being hired as a new staff member.

# Carson High School ESBMM Team
## Public School Choice 3.0 Plan

### Stakeholder Commitment to Carson High School ESBMM
### PSC Plan

*I commit to:*
- Work collaboratively as a member of a Small Learning Community (SLC) including, but not limited to, the development and implementation of the following instructional strategies:
  A. Vertical Teaming (across grade levels within subject)
  B. Interdisciplinary Teaming (across subjects)
  C. Project Based Learning (within and across grade levels and subjects) **(T,C,A)**
- Work collaboratively as a member of a department, including participating in the design and implementation of pacing plans, as well as common formative and summative assessments **(T,A)**
- Use the department approved pacing plan, including regular Benchmark assessments and review of student work. **(T)**
- Teach an additional period four days a week (in a 7 period block schedule) to facilitate the implementation of Carson High's intervention and enrichment classes **(T)**
- Participate in intervention and enrichment classes as a guest teacher/speaker **(A, C)**
- Use a collaborative or co-teaching model in which general education teachers and special education teachers collaborate to ensure the Least Restrictive Environment (LRE) for all students with IEPs **(T)**
- Participate in non-evaluative peer observation of colleagues **(T)**
- Observe classes frequently to promote collaboration and accountability **(A)**
- Use and update my School Loop Plus website and grade book at least once per week in order to keep parents informed (Staff will be provided comprehensive training on how to effectively use the new system) **(T)**
- Use and update School Loop Plus website to track at-risk students for interventions, post events on calendar, and participate in online group discussions and sharing of resources **(C,A)**
- Check district e-mail at least once daily in order to facilitate the move towards a "paperless environment" **(T,C,A)**
- Treat each student, regardless of ethnicity, disability (physical, mental, or educational), socio-economic background, sexual orientation, or lifestyle (dress, music style, club or team choice) with equal respect and educational expectations **(T,C,A)**
- Share leadership duties by becoming involved in any of a variety of ways such as department leadership teams, grade level leadership teams, SLC leadership teams, and in Professional Leadership Communities **(T,C,A)**
- Communicate with parents through School Loop Plus, regular Connect-Ed updates, personal phone calls/conferences, improved notifications of parent involvement opportunities and feedback, volunteerism, and participation in their children's education **(T,C,A)**
- Support teachers through open and respectful communication **(A)**

| _____ | _____ | _____ | _____ | _____ |
| Staff Name (print) | Staff Signature | Title/Role | Employee # | Date |

T = Teacher, C = Counselor, A = Administrator

| REVISED ESBMM PLAN SUBMISSION TEMPLATE | | | | |
|---|---|---|---|---|
| Name of School: | Primary Contact Person: | Phone Number: | Email Address: | Date: |
| CARSON HS | WINDY W. WARREN, Principal | 310-847-6002 | winwarren@ lausd.net | MAY 23, 2016 |

**1.     How does your school plan to use the <u>Staff Selection</u> autonomy?  (See ESBMM Manual pp. 9 - 12 for guidance).**

<u>*ESBMM Manual Guidelines*</u>
*To the extent permitted by applicable laws, regulations and collective bargaining agreements, members of the School Leadership Council will be actively involved in the selection of personnel. The School Leadership Council shall establish a committee comprised of the school principal, chapter chair, teachers, parents, and classified staff for the purpose of selecting personnel in accordance with District Staffing Policies and Procedures. All members of the committee shall sign a Non-Disclosure agreement regarding applicant information. The committee shall select the personnel by consensus. For the purposes of selecting the school principal, the Superintendent/designee shall appoint a representative to serve on the committee. Final approval for the selection of Principal shall be approved by the superintendent.*

<u>*General Staffing Guidelines*</u>
*1. The staffing plan is based on student needs.*
*2. Staff must be selected to support the vision and mission of the school.*
*3. Teachers at ESBMM Schools maintain their full status as UTLA members and as employees of the District.*
*4. ESBMM Schools are required to comply with all applicable collective bargaining agreements as they relate to staff. In addition, they must adhere to Personnel Commission rules pertaining to classified employees.*

<u>*Human Resources Guidelines*</u>
*1. UTLA members work in ESBMM Schools on a voluntary basis and may request a voluntary transfer to another District school at the end of any school year.*

*2. UTLA members who work in an ESBMM School maintain their full status as members of the UTLA Bargaining Unit and as employees of the District. All provisions of the UTLA-LAUSD Collective Bargaining Agreement shall continue to apply to UTLA bargaining unit members assigned to ESBMM schools.*

<u>*Filling Vacancies*</u>
*ESBMM Schools are required to post all vacant positions for certificated staff and administration through the Human Resources Division. ESBMM Schools may select faculty from any candidate eligible throughout LAUSD, and not just in their local instructional area, subject to rehire lists. Any and all selection of staff for ESBMM Schools must be processed and approved through the Human Resources Division. The selection of non-UTLA staff members who are in other LAUSD unions shall be in compliance with the applicable collective bargaining agreements.*
*Policies, regulations, and collective bargaining agreements pertaining to classified employees are in effect and shall govern all classified employees working in ESBMM Schools.*

**Carson High School Staff Selection Autonomy**

**Recruitment and Selection of Teachers**
ESBMM staffing subcommittee will be looking for fully credentialed, 'highly qualified 'teachers who have experience at schools similar to CHS. (Candidates in an Intern program will only be considered in shortage fields, which typically include Special Education and some Sciences). Within the guidelines of the collective bargaining agreement and LAUSD human services, qualified applicants will submit a resume and two letters of recommendation. Applicants will be asked to present a 15 minute sample lesson as part of the interview process. Displaced teachers will go through the same application process. Within the parameters of federal, state and local law, and when not in conflict with the LAUSD-UTLA collective bargaining the CHS staff selection committee, the status of 'must place' is not recognized. Candidates will be made aware of Carson's ESBMM goals and expectations, and if offered a position, will sign Carson's 'Commitment to the Plan' and be expected to adhere to Carson's plan.

**Selection of a Principal**
The Carson ESBMM Council shall make recommendations to the Superintendent regarding the filling of the position for Principal by forwarding their nominee for the position. Should the nominee not be approved by the Superintendent, the selection committee has the option of putting forth their next candidate or conducting a new search.
Federal, state and local guidelines may be externally imposed. The staff or administrator selection committee will be operate within legal guidelines while maintaining the greatest latitude of choice for CHS while retaining its open and collaborative process. This process will be open and transparent to the CHS staff as ESBMM will continually work to maintain its integrity.

**2. How does your school plan to use the <u>Budget</u> autonomy? (See ESBMM Manual pp. 12 - 16 for guidance).**

*ESBMM Manual Guidelines for Budget Autonomy:*
*The current site-based funding model used by the District to fund ESBMM schools is the General Fund School Program, the same model used for traditional schools. This section provides a general framework for budget development for ESBMM Schools.*
*Currently the District allocates most of the General Fund resources under program 13027, the General Fund School Program. Schools shall use their allocation to develop a budget that meets the needs of the local instructional and operational programs within the constraints of State and Federal laws, court orders and consent decrees, collective bargaining agreements, Personnel Commission Rules, and the Human Resources Division. These funds support core positions such as administrators, teachers, and clerical staff.*

*Engaging the School Community in the Budget-Building Process*
*Because transparency is a key goal of the District, principals are expected to engage their school community in the budget-building process. Principals shall convene their school stakeholders for a collaborative discussion about their school's priorities, the Superintendent's instructional goals and priorities, the school's other strategic documents, and how best to budget the school's unrestricted resources to meet those priorities. The school principal will have final budget decision-making authority for Program 13027 funds, except as defined under Local School Leadership Council Budget Authority and subject to the approval of the Educational Service Center Superintendent or designee.*

*Carryover*
*Each year, the Budget Services and Financial Planning Division issues a memorandum on carryover policies and timelines for school accounts for the current school year. The carryover policies may vary year to year, based on the District's financial condition. Schools are encouraged to expend their entire Program 13027 allocation, without over-drafting the account. The District intends to allow schools to carryover the full ending balance in the General Fund School Program.*

*Local School Leadership Council Budget Authority (Article XXVII, Section 2.4 (b) 5 of the District – UTLA Collective Bargaining Agreement)*
*Schools implementing the Local School Leadership Council (LSLC) budget authority will have the same authority preserved (neither expanded nor reduced) under Object Code/Commitment Item 4310/430010 of Program Code 13027. Local School Leadership Council budget authority will continue to require LSLC approval to transfer funds out of object code/commitment item 4310/430010. On the other hand, if additional funds are transferred in from other object codes/commitment items or program codes, the LSCL will not have budget authority. For example, suppose a school is allocated $5,000 in commitment item 430010 during Budget Development. The LSLC will have budget authority over the $5,000. Then, $1,000 is transferred from commitment item 430001 to 430010. The LSLC will not have budget authority over the $1,000.       See the General Fund School Program Manual for additional information.*

**Carson High School Budget Autonomy**
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 the district's electronic budget management system to generate monthly financial reports for School Site Council Meetings, advisory council meetings, and ESBMM management.  Carson will also keep locally managed control sheets to ensure proper budget accountability,

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 three 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 or 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 Advisors, the School Administrative Assistant, and the School Accounting Clerk 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 council 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 department 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.

**3.     How does your school plan to use the <u>Curriculum and Assessment</u> autonomy? (See ESBMM Manual pp. 16 - 23 for guidance).**

**<u>Carson High School Curriculum and Assessment Autonomy</u>**
Carson's design of the curricular and assessment program is informed by the following research-based best practices:

Focus on Standards: Common Core standards, along with State Content 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 annual goals based on data, alignment to standards, and alignment to WASC recommendations.

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

Evidence of Effectiveness: The focus of effectiveness will be on whether students are learning as evidenced by high levels of student academic engagement of grade-level material, and of resulting student academic grades. Such learning is supported through research-based instructional strategies that will form the basis of instructional delivery across content areas and academies:

1.  <u>Specially Designed Academic Instruction in English (SDAIE)</u>  An approach that focuses on providing students, particularly English Learners and special needs 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.  <u>Non-linguistic representations</u>[1] intended to promote conceptual understanding by scaffolding learning.  These often include use of graphic organizers[2] to categorize and organize student learning.
    b.  <u>Cooperative learning</u>[3] 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.  <u>Academic Language</u> 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.

2. 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.[4] In 2015, all three of Carson's academies acquired a Linked Learning grant that includes PBL as a deliverable. Carson staff will continue to attend Professional Development opportunities, including Buck Institute, that support Project Based Learning. The Master Schedule will be organized to also support common conferences among teachers of grade-alike PBL teams as much as possible.

3. School wide teaching strategies- The following techniques will be implemented across all subject areas and courses as methods to foresee and intervene in student struggles:

   a. TIPS (Think Ink Pair Share) – Students write and engage in partner discussions to promote academic speaking and critical thinking skills.

   b. Graphic Organizers – Students process information visually using a variety of organizational tools.

   c. Exit Tickets –Students complete specific written tasks at end of block periods to provide evidence of learning.

   d. Depth of Knowledge Questioning – Students engage with academic texts using a full range of questioning (DoK Levels 1-4), with an emphasis on higher levels to promote deeper thinking and understanding.

   e. Technology – Students regularly use technology in the classroom. Carson High has a goal of purchasing at least one laptop for every two students for use in every classroom by the year 2019. Teachers will be partnered to share computer carts for a one-to-one ratio when needed. PD will promote an increasing use of technology in all instruction.

   f. Project-based Learning – Students engage in cross-curricular Linked Learning projects across at least 2 subjects that are aligned to thematic pathways within their Academy.

**Credit Recovery and D/Fail Prevention**

A primary focus of student success will be on preventing Ds and Fails through school-wide use of learning strategies that engage students, make learning interesting and challenging, and applicable to real-world needs. Teachers may offer tutoring either on their own time, or be paid to tutor during after school sessions. Tutoring will include a Parent/Student/Teacher contract through which an Intervention Coordinator will work with teacher tutors to ensure that low performing students attend tutoring. Credit recovery will be offered primarily after school and during the summer, with some courses offered during school as well. Primary effort will be made in changing the student culture to instill in students a desire to excel, thereby minimizing the need to repeat courses.

Advisory teachers will learn A-G and graduation requirements to assist counselors in working more frequently with students. Students will monitor their grades at least every 5 weeks in Advisory, and will maintain a goals and objectives reflection log toward progress. Students will be recognized for their successes through Academy Awards presentations.

**Small Learning Communities/Academies to Maximize Personalization**
CHS will reorganize its existing Small Learning Communities (SLCs) into three 'Academies' that will be supported and improved through extensive grant applications with CPA (California Partnership Academy); SSP (Specialized Secondary Program; Perkins (technology grants); CTEIG (Career Tech Ed Incentive Grants); and AMETLL (CTE College Partnership grant); and more as opportunity becomes available. The three Academies include: Environmental Science, Engineering and Technology; Global Business, Law and Government; and Performing Arts and Media Academy.

All three Carson Academies will have:

- A complete A-G sequence
- Academy purity in at least 2 core classes and pathway electives, as much as possible.
- Equitable distribution of students that reflects school averages in terms of student demographics and prior academic achievement
- Approximately equal numbers of staff and students that equitably represent content areas for teachers and provide for first or second Academy choices for students.
- Common prep for Academy Lead Teachers
- Common prep period for as many Linked Learning Project Based Learning teams as possible, equally supported among all three Academies.
- School for Advanced Studies access and participation for students
- A Counselor dedicated to each Academy
- Two Career Tech Ed pathways within each Academy, supporting by grant funding and an additional ROP teacher.
- Thematic integration into Advisories and core content that are aligned with Student Learner Outcomes aligned with Carson's Vision and Mission
- Common pedagogy (e.g., research-based instructional strategies, project-based learning within content, interdisciplinary units, etc.)
- Student internships and job shadowing connected to Academy themes
- Student portfolios that incorporate Academy theme
- Senior portfolio and defense project that incorporate Academy theme and require students to defend acquisition of Student Learner Outcomes

Academies have documented benefits in terms of reducing dropout rates, improving student attendance, and increasing likelihood of high school graduation. In effect, the Academy 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 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 and through connections with real businesses in the community that

support the 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. Academies will schedule internships, field trips and guest speakers that will emphasize these connections and give students opportunities practice these skills in real-world contexts. Advisories will require students to create portfolios that prepare for future careers and colleges and will provide opportunities to interview for paid and volunteer internships with local businesses that align with their Academy theme.

- Relationships - CHS's Academies will organize teambuilding activities and will provide students with mentoring and support. Advisories classes within Academies will partner to allow 12th graders to mentor 10th graders, and 11th graders to mentor 9th graders. Carson will also build spirit and enthusiasm through fun Academy and whole-school activities that encourage unity and mutual appreciation.

- Reflection - CHS will engage all stakeholders in a process of regular reflection that will boost individual and group accountability. 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 and staff will also engage in reflection to make sure that the structures they have put in place for students and the way that they have implemented programs and protocols is also helping students and teachers achieve program goals.

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

**An Additional Period for Advisory, Intervention, and Enrichment**
In 2011, Carson added an additional period for Advisory, Intervention, and/or grant-aligned Enrichment courses (Career Tech Ed, California Partnership Academy, Perkins). In May 2016, Carson staff reaffirmed their support of this additional class by a vote of 51 to 8. Advisories are purely grouped by student graduation year within Academy. Academies are also grouped, as much as possible, to support cross-curricular Linked Learning teams within Academies.

Advisories provide full inclusion for Special Education and English Learner students by fully and equitably integrating them into courses. All staff, including Special Education teachers, are expected to support this additional class either by teaching, substituting, or providing curricular leadership. In May 2016, special permission was received in writing by Sharyn Howell, LAUSD Associate Superintendent of Special Education, for Special Ed staff to teach these courses by stating, "As long as the special education teachers continue to be assigned to 5 periods and an additional conference period we would not have any objection to additional advisory periods."

Curriculum for the Advisory period will be updated annually by an Advisory Curriculum committee that seeks to develop curriculum as a whole school, then specialize curriculums according to grade levels and according to Academy themes.

**College and Career Preparedness**
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
- Industry Coaching, Job Shadowing, and Internships
- Interdisciplinary Project Based Learning component
- Preparation for Student Led Conferences
- Digital Portfolio Development
- Senior Portfolio Defense

Students will 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 share the portfolios with their parents through student-led conferences. Students will guide their parents through examples of their own best work, as well as academic and career aspirations. As students gain more access to computers, electronic portfolios will be used rather than folders.

In the senior year, students will turn this progressive portfolio into a formalized electronic and hard-copy Senior Portfolio that will be required to walk the stage at graduation. Seniors will also be required to present a Senior Defense of their learning over their years at Carson. The Portfolio and Defense will include their own personal letter, letters of recommendation, a resume, documentation of their culminating Academy project, and other evidence that they have achieved the Student Learner Outcomes of the school and academy. In preparation to become a candidate for graduation, each student's Senior Portfolio and Defense will be evaluated in the spring by an interdisciplinary team of teachers designated by each Academy.

**Core Academic Curricula**
For the core academic curriculum, CHS will continue to utilize many of the curricular resources provided by LAUSD, but will also add supplemental curriculum that is Common Core aligned and provides clear connections to the real world. All core departments will align their curriculum to articulate with feeder schools, will use a backwards planning approach, and will focus on common key issues that challenge higher level thinking and research, rather than just recall of facts. All departments will also assess student learning at least twice each semester through common formative and summative Benchmark Assessments, with a primary focus being determining whether students are learning and how teaching needs to be modified sot that more students learn.

Departments 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:

- Assess, diagnose and analyze student learning styles and needs

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

Since 2013, Carson has been using the College Board Springboard curriculum for 9th -11th grade English. The math department began using Springboard and then Big Ideas for Algebra and Geometry, and in 2016, Carson will purchase 'Financial Algebra 2' math books for as many Algebra 2 courses as possible to make learning of the new higher math class more interesting and applicable to real-world issues. The Science department will continue to purchase hands-on labs and align curriculum to 'Next Generation' Science standards and will teach using the five stages of inquiry-based learning: Engage, Explore, Explain, Elaborate, and Evaluate. The Social Studies department will spend more time challenging students to articulate their learning through research, debates, surveys, projects, and involvement in civic activities.

**Academy and Elective Course Curricula**
Because each of the three 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 Academies. Curricular relevancy will be embedded into the curriculum through school-wide use of project-based learning (PBL).

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

**WASC Accreditation**
Since the original Public School Choice Plan of 2012, Carson has undergone three WASC visits: a two-year follow-up in Spring 2012; a mid-term visit in Spring 2013; and a full review in Spring 2016. Based on Carson's self-review and the Visiting Team recommendation of 2016, Carson was awarded a 6-year accreditation with a 2-day mid-term visit in 2019. Following are the WASC Visiting Committee Commendations and Recommendations for Critical Areas of Follow-up.

**School-wide Areas of Strength** (list numerically)
1. Multiple avenues of academic and social/emotional support for EL's and Special Ed students
2. Celebration of academic success in many forms.
3. A variety of resources intended to support the academic needs of all students.
4. Advisory period.
5. Support personnel are available for behavior and academic development
6. Academy identity

**School-wide Critical Areas for Follow-Up**
(list numerically; include who, what, why, and the impact on student learning)
   The Visiting Committee concurs with the school's identified areas that are outlined in the school-wide action plan. These are summarized below:
   1. Use of data to drive instruction, course choices, and intervention for low preforming students
   2. Create common assessments in academies.
   In addition, the Visiting Committee has identified areas that need to be strengthened:
   CHS should continue to make common assessments in the academies and include school-wide common rubrics for grading in the core subjects.
   3. Improve student engagement and achievement though rebuilding a culture of CHS school spirit
   4. Establish and implement a targeted early intervention plan that uses data to identify areas of student need and monitors their progress.

Carson's efforts to update this ESBMM Reauthorization plan, and to acquire staff and community buy-in to the process echoes what the 2016 WASC Visiting Committee stated, 'The school has a sound monitoring plan to track how the action plan is implemented. Because they have been visited many times by WASC in the past few years, they are committed to improve the school to ensure students are moving toward the stated goals.'

## Meeting the Needs of All Students
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.

**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. 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 accommodations that address their special learning needs. Students in Carson's Specially Designed Autistic 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 into elective courses as appropriate, encouraged to participate in school clubs and teams, and be allowed access to

all events and activities as the general 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.

**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, competence through connection to community, national, and global identities. Instruction will be characterized by the use of culturally relevant materials that connect to student real-world situations.

**English Language Learners** receive extra support in reading and writing through 'Sheltered' courses in which teachers 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 to prepare EL students to reclassify through EL testing. Students who are Long Term English Learners (LTEL) receive extra English support in a LTEL courses. Funding to provide instruction for English Language Learners and core instruction for the whole school is provided through Title I and TSP funds. Oversight for this funding is guided by a Parent/Student Advisory Council (ELAC) who make recommendations to the voting Parent/Teacher School Site Council.

**4. How does your school plan to use the <u>Professional Development</u> autonomy? (See ESBMM Manual pp. 24 - 25 for guidance).**

**<u>Carson High School Professional Development Autonomy</u>**
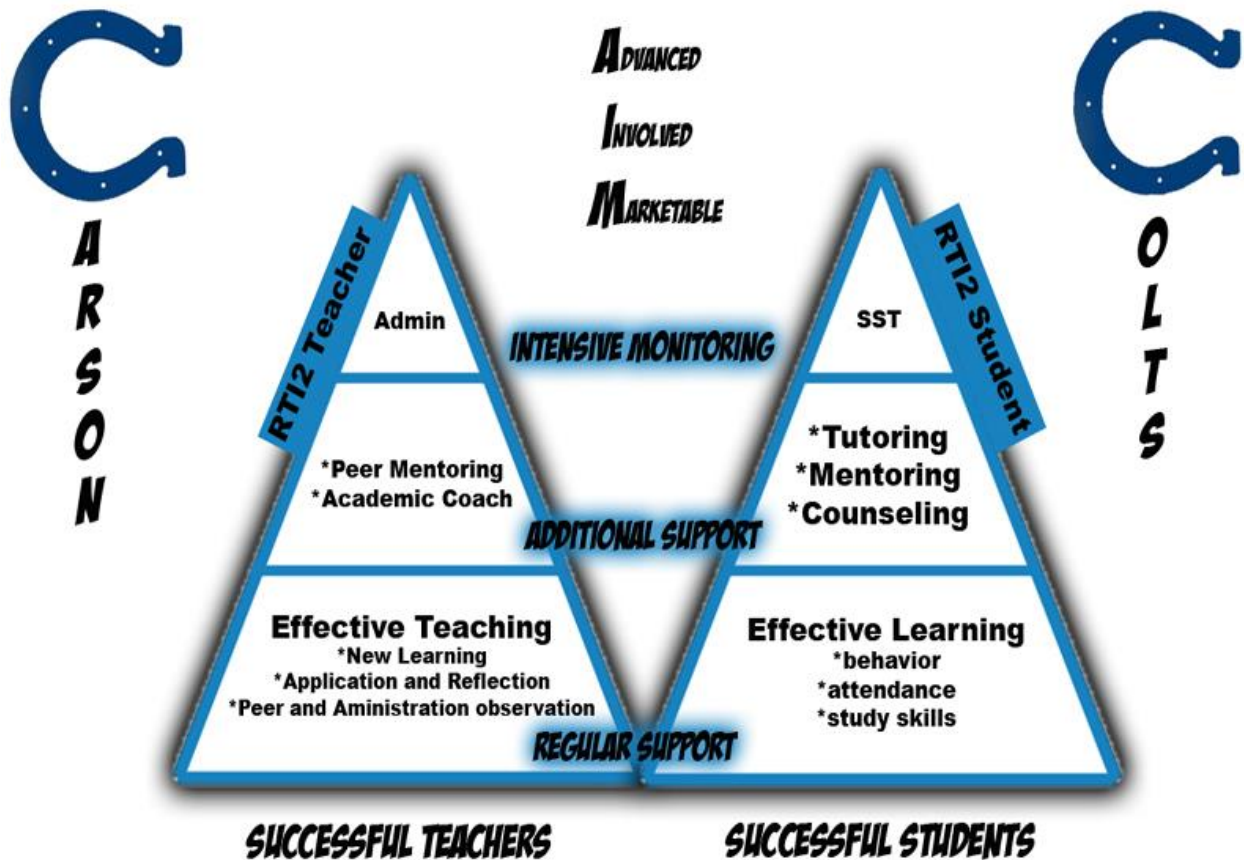


## *a. Professional Culture*

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.  Carson's

professional culture will 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 Professional Learning Communities (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

Under the guidance of the Instructional Leadership Team (ILT), teachers will be engaged in a constant process of new learning, application, reflection, peer and administrative observation, adjustments, and re-analysis.  The ILT will be comprised of a representative from every department and Academy, with additional input from representatives from Special Ed, English Learners, 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 a level of trust among the teachers.  Teachers should feel comfortable welcoming others to observe their work and to accepting and incorporating 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.

Professional Learning Communities (PLCs) will meet in a variety of groups, depending on ILT – determined needs:  Either Content/Standards focused groups within Departments; Thematic/Career Focused groups within Academies; Linked Learning Cross-curricular project-based teams: Grade-level Advisory curriculum groups; or whole-school faculty groups.  All PD opportunities will promote rigor, relevance, relationships, and reflection.  In shaping our professional culture, CHS embraces the three core tenets[5] of PLCs:

PLCs are student-centered: the staff will focus on what students have learned, not merely what has been taught; 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.

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.  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 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. 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 Academy themes into their instructional delivery. Teachers will be accountable to themselves, their students, the school community, their department chairs, and their Academy leads.

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 and will put a premium on fostering relationships with students that support student growth and success.
- Take an active interest in student learning beyond presenting information, and will seek to inspire students to become engaged critical thinkers who are involved in the school and larger community.
- Seek to provide universal access and grade-level mastery of Content Standards and Common Core Skills defined by the state standards.
- Treat each student with equal respect and with an expectation of higher learning, regardless of ethnicity, disability (physical, mental, or educational), socio-economic background, sexual orientation, or lifestyle (dress, music style, club or team choice).

**Commitment to Colleagues:  Staff Will:**
- Commit to transparency and to authentic staff collaboration.
- 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.
- 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.
- Foster distributed leadership by becoming involved in a variety of different leadership teams, such as Department, Grade level, Academy, Advisory, and Cross-curricular projects.

**Commitment to Parents and Community:  Staff Will:**
- Actively engage with parents/guardians and the larger community in structured, respectful, and effective partnering to educate the whole child.
- Commit 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.
- 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

The weekly Monday PD bell schedule that was implemented in Fall 2011, the year before the LAUSD PSC approval, and re-approved by Carson staff in May 2016 for a 3-year period through Spring 2019, has been consistently maintained with slight modifications based on student, staff and scheduling needs. Weeks that include a holiday do not have a Monday PD schedule so that classes can have equal meeting times; however, many after-school PDs are encouraged and teachers are paid regular pay rates out of respect for their work.  The PD bell schedule allows for 28 built-in PDs during the school year, rather than the district's allotted 14 PD days.   This willingness to implement and maintain a schedule that includes additional PD time is evidence that Carson's staff members are serious about making improvements. CHS also adopted the Instructional Leadership Committee during the fall of 2011 and has consistently maintained these monthly meetings that focus on teacher-driven and data-determined needs that they are aligned with WASC reviews.

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 focused 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 be driven by broad WASC and Single School Plan Goals, and will also be structured with a consistent focus on both short-term objectives, such as specific teaching or test-taking strategies, and long term objectives, such as curriculum development, common assessments, and data analysis.   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 applicable, the acquiring of new knowledge through professional development will be implemented across all PLC groups.  For example, instructional strategy workshops may begin within Department/Content groups, then applied to Academy/cross-curricular groups, as well as Advisory groups.  The rotation of small group workshops and application within Departments, Academies and Advisories will help ensure the success of the collaborative PLC model.  PD facilitators (workshop leaders, department chairpersons, Academy and Advisory leads, and administrators) will work together to strategically choose instructional strategies that can be applied to all learning groups, and will document the sharing and application of new strategies.


**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, DOK questioning, and student collaborative work)

- 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
- Incorporating technology into daily learning
- Regularly improving and implementing Advisory curriculum

The six year plan below, developed during the initial writing of the PSC plan, is left in this 2016 ESBMM reauthorization plan as a tool for reflection on how consistent Carson has been in maintaining our PSC vision. Carson staff rated our level of implementation using a 4-point rubric, with 4 being the highest level of successful implementation.

| CHS Implementation Rating of 2011 – 2016 Six year plan for School-wide Professional Development |
| --- |
| **RATING 2011-12** 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    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 |
| **RATING 2012-13** 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    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. |

| RATING | 2013-14 |
|---|---|
| | 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) |

| RATING | 2014-15 |
|---|---|
| | 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 |

| RATING | 2015-16 |
|---|---|
| | 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. |

| RATING | 2016-17 |
|---|---|
| | 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. |

## Professional Development by Course/Department

Course/Department PLCs will focus on building the capacity of staff to engage in backwards planning and common pacing plans 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.

Course/Department 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 benchmark assessments. Teachers will administer and use data from common formative benchmark assessments to guide and modify teaching.

Course/content area PLCs will examine peer observation reports, benchmark assessments, student academic grades, and standardized test scores 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, 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 each other's work

## Professional Development by Academies and Advisories

PLCs organized by interdisciplinary, Academy teams will focus on putting Project Based Learning (PBL) and Advisory curriculum into action. These collaborative teams of teachers will develop systems for structuring interdisciplinary linkages in curricula and designing culminating projects tied to Academy themes. In addition, the Academy PLCs will function as the forum for collaboration on developing and refining the Advisory curriculum with a school-wide focus on grade-level content and interventions, and an Academy focus on thematic integration and connections to business partners, college and career prep, and internships.


### 2016 CARSON WASC SCHOOL-WIDE ACTION PLAN

### Goals to be supported by Professional Development

1. INCREASE A-G COLLEGE READINESS
A-G Overall on-track rate of 9th-12th grade will increase by 2% annually, from 40% to 42%, between 2015 and 2016, and 2% increase each year thereafter, as measured by the annual School Report Card (SRC).
   a. A-G Special Education on-track rate of 9th-12th grade will increase by 2% annually, from 28% to 30%, between 2015 and 2016, and 2% increase each year thereafter, as measured by the annual SRC.
   b. A-G English Learner on-track rate of 9th-12th grade will increase by 2% annually, from 20% to 25%, between 2015 and 2016, and 2% increase each year thereafter, as measured by the annual SRC.

2. IMPROVE ENROLLMENT AND TEST SCORES OF ADVANCED PLACEMENT
  A. Improve AP scores from 24% to 26% between 2015 and 2016, as measured by numbers of students earning a 3, 4, or 5 on the annual SRC.
B. Improve AP enrollment, from 22% in 2015 to 24% by 2017, as measured by the total number of students

on AP teacher rosters.

**3. IMPROVE PERCENT OF STUDENTS WITH 96% OR HIGHER ATTENDANCE**
A. To increase the 96% or higher student attendance rate, from 81% in 2014-2015 to 83% in 2016-2017.
B. To decrease the number of students attending 91% or less, from 10.1% in 2015-16 to 9% in 2016-17.

**4. IMPROVE STUDENT CLASSROOM ACADEMIC ENGAGEMENT**
Student Classroom Academic Engagement will improve by 5%, from 43% to 48%, between 2015 and 2016, as measured by the student survey results on the annual School Report Card, and by more students passing the class with a C or better (see A-G goal #1.)

**5. IMPROVE PARENT PARTICIPATION**
A. Increase parent participation in School Experience Survey from 42 to 47 % in 2017.
B. Increase parent enrollment on School Loop from 53% in Fall 2015 to 58% by June 2017.

**6. IMPROVE STUDENT SAFETY AND SCHOOL SPIRIT**
A. Improve Student Perception of Safety by 5%, from 43% to 48%, as measured by the SRC perception survey of those who "feel safe on campus."
B. Improve School Spirit by 5%, from 44% to 49%, as measured by the SRC school perception survey of those who are "happy to be at this school."

**7. IMPROVE GRADUATION RATE**
A. Graduation rate will increase by 3% in June 2017, from 83% to 86%.
B. SBAC ELA scores will increase by 2% each year, from 46% in 2015 to 50% in 2017.
C. SBAC Math scores will increase by 2% each year, from 15% in 2015 to 19% in 2017.
D. Percentage of students with 3 or more Ds and Fs will decrease by 4%, from 19% in 2015 to 15% in 2017.


## c. Teacher Orientation

School leaders (Administrators, Councils, ILT, Department, Academy leads, etc.) will hold formal or informal meetings 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.


## d. Professional Development Evaluation

Department and Academy leaders will create rubrics by which faculty will evaluate the effectiveness of professional development. These rubrics will contain departmental and Academy 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 (standard test scores, periodic assessments, common department finals, academic grades, etc.,). The committee will review other documents (described below) including: non-evaluative peer observation forms, student portfolios, and on-line roll books 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 help increase the following:
1) Rigor in the curricula;
2) Relevance to real world applications and career/Academy themes;
3) 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) Staff's ability to manage the classroom and create opportunities for different strands and subgroups of students to access the material;

5) 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) Staff's ability to plan collaboratively and teach subjects in ways that connect skills across content areas;

7) 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) Staff's instructional impact on student formative and summative achievement data.


<u>Leadership will use these rubrics to determine a school-wide score on professional development in these eight areas</u>. 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 and PD, <u>teachers will hold professional reflection and evaluation sessions using a specific protocol adapted from successful instructional models</u>. 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.

Teachers will develop departmental rubrics to assist individual teachers in the selection and development of activities, exercises, units and projects. Departments will also keep representative student work of all benchmark assessments.

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 to 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 <u>how and to what extent professional development learning was being "transferred" to individual classrooms.</u> 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.

**5. How does your school plan to use the <u>School Schedules</u> autonomy? (See ESBMM Manual p. 25 for guidance).**

*<u>ESBMM Manual Guidelines</u>*
*Scheduling autonomy for ESBMM Schools allows flexibility to increase planning and professional development time for faculty and to organize the school schedule in ways that maximize learning time for students.*
*ESBMM Schools may set their own school schedules as long as they meet the **daily** and **annual instructional minutes** as required by the District.*

**Carson High School Schedules Autonomy**
Carson ESBMM Governance Council will adhere to the UTLA contract as it pertains to the number of staff votes needed to approve a bell schedule (50+1 majority). The Council will also adhere to the UTLA contract as it pertains to the number of staff votes needed to approve a waiver from the traditional UTLA schedule of 6 periods and 14 PDs (2/3rds or 66.6%). All bell schedules will adhere to the district's minimum instructional minutes per school year and minimum 60 hours for 5 credits. As a bell schedule autonomy, the ESBMM Council will retain the right to determine how often a formal vote is needed to approve either the bell schedule or a waiver from the UTLA contract. ESBMM Council will also retain the right to determine the process through which a bell schedule vote occurs and the wording of any bell schedule ballot. Though Wavier paperwork will be submitted to the proper UTLA offices on an annual basis, the voting for the annual waivers may cover a longer span of time. In Summer 2011, Carson staff approved a new schedule for a 2-year period, and in April 2016, Carson staff approved maintaining the existing bell schedule for a 3-year period through 2019. In the Spring of 2019 and thereafter, Carson ESBMM Council will attain feedback from staff, students, and parents to determine whether a new bell schedule committee should research other options, and whether a new vote will be required to either keep the current schedule or provide an alternative option.

<u>History of Bell Schedule Processes</u>
In 2011, the year prior to the LAUSD PSC plan approval, a 7-period modified block schedule that includes a weekly Monday PD bell schedule was approved by over 67% of staff for a two-year period. In 2012, the bell schedule was modified and approved through a majority vote to move the additional period from the end of the day to the beginning of the day to support an Advisory curriculum during a new period '0.' In April 2016, a staff survey indicated that a majority of teachers wanted an opportunity to discuss other bell schedule options, thus an ESBMM Bell Schedule sub-committee met and proposed 3 schedules to ESBMM. The Council narrowed the ballot selections to two choices: the current schedule or a reversion back to 6 periods and 14 PDs on a Tuesday (Union contract), with a 7:45am start time. ESBMM also determined that the vote would be valid for a period of 3 years, through June 2019.

**Carson's bell schedule since 2012, and approved through 2019:**

| Period | Monday PD Time | Minutes | | Period | Tues | Wed | Thur | Frid | Tue - Frid Time | Minutes |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 8:00 – 8:44 | 44 | | Advisory | 0 | 0 | 0 | 0 | 8:00- 8:50 | 50 |
| 2 | 8:52 – 9:36 | 44 | | Per 1/2 | 1 | 2 | 1 | 2 | 8:58-10:40 | 102 |
| N | 9:36- 9:51 | 15 | | Nutr. | N | N | N | N | 10:40-10:55 | 15 |
| 3 | 9:59-10:43 | 44 | | Per 3/4 | 3 | 4 | 3 | 4 | 11:03-12:45 | 102 |
| 4 | 10:51-11:35 | 44 | | Lunch | L | L | L | L | 12:45- 1:20 | 35 |
| L | 11:35-12:10 | 35 | | Per 5/6 | 5 | 6 | 5 | 6 | 1:28- 3:10 | 102 |
| 5 | 12:18- 1:02 | 44 | | | | | | | | |
| 6 | 1:10- 1:54 | 44 | | | | | | | | |

**6.      How does your school plan to use the <u>Governance</u> autonomy?  (See ESBMM Manual pp. 25 - 28 for guidance).**

**<u>Carson High School Governance Autonomy</u>**

## 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 Zero '0' Period Advisory to support a college and career preparedness, promote Academy involvement, support the Project-Based Learning process, and provide intervention and personalization for all students to succeed.
- Structuring teacher collaboration both within content/course PLCs (Professional Learning Communities) and career-based, thematic Academies.
- Providing multiple opportunities for common planning time and focused professional development (e.g. Weekly PDs on Mondays, and additional PDs as needed).
- Utilizing a staff selection process (see question 1)

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.
- Allowing for creative scheduling that best supports the vision and mission of Carson.
- 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

b. School Level Committees

## Expanded School Based Management Model (ESBMM) Council

ESBMM will serve as the primary leadership team for the school. Various standing and ad-hoc committees (e.g. Staff Selection Subcommittee, Safety Committee, Instructional Leadership Committee, Scheduling Committee) will be formed by the members of the council to streamline the decision-making process. The council will operate by majority vote 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 majority vote. The Council will be run in such a way that all members are given an opportunity to share their perspective, and that no individual(s) dominate the discussions.

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 0 Advisory classes.  Finally, the committee will also analyze data related to departmental assessments, periodic assessments, standardized tests, and student academic grades. 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, the Academy Lead teachers, 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.

## Academy (SLC) Instructional Leadership Teams

Each Academy will develop its own Academy-specific Instructional Leadership Team that 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 Academies within Carson, and any other related issues as they arise. Meetings will be held at least once a month on a regular basis (or more as needed), with the meeting dates, times and locations being mutually agreed upon by all participating parties.  The Academy Instructional Leadership Team will consist of the principal (or designee), the Academy leads, Linked Learning Coaches, and business partners, as applicable.  Students and parents involved in the Academies should also be invited to attend these meetings.  Updates on Academy ILT meetings will be provided to the school-wide ILT and to the ESBMM Council.

## School Site Council (SSC)

The School Site Council will make decisions regarding categorical funds and will take into account all recommendations from 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 ELAC. Thereafter, the council will meet once a month in the evening (so working parents can attend).

## 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. Thereafter, the committee will meet once a month during weeks immediately *prior* to SSC meetings. The ELAC committee may vote to authorize the School Site Council to make all final voting decisions, with input from members of the ELAC committee at each meeting.

## Coordination of Services Team (COST)

The Coordination of Services Team will process teacher referrals of students referred to the Dean, PSA, or Counselor 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 monthly 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 ESBMM 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 or Assistant Principal, the UTLA chapter chair, at least one representative from each of the Small Schools on the campus, a representative from School Police, a representative of the Sherriff'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

Inter School Council will consist of the three principals (or designees) and Assistant Principals. 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 Academies, the sharing of graduation activities, the percentage and process of shared funding of complex-wide positions and materials, and any other pertinent issues related to whole-campus needs. Other staff, students, or community members will be invited to make presentations to the Inter School Council as needed to clarify decision-making processes.

## Internal Management

### *Waivers and Commitment to the Plan*

The original 2011 PSC design team and 2016 ESBMM Council understand the agreement between UTLA and LAUSD in establishing ESBMM provides the flexibility to fully implement the PSC plan without the need for waivers. We will, however, ask teachers to review and sign a "Commitment to Carson's PSC Plan" on an annual basis, 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 an Academy (Small Learning Community)
- 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
- Work collaboratively with staff in specialty groups (ie: Special Education, English Learner, Sheltered, Honors, Advanced Placement) that may require additional time for purposes such as legal and testing compliance, differentiated instructional strategies, and remedial or accelerated course work.
- 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 Advisory curriculum, Intervention, and/or CTE Capstone Enrichment courses.
- 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"