

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

**ACADEMY OF MEDICAL ARTS AT CARSON
HIGH SCHOOL**

**22328 South Main Street
Carson, CA 90745**

Los Angeles Unified School District

March 9 – 11, 2015

Visiting Committee Members

Kevin Fox, Chairperson
Teacher, Arcadia High School

Raymond Delgado
Assistant Principal, Rialto Middle School

Charles Dunn
Assistant Principal, Littlerock High School

Monica Raczowski
Assistant Principal, Mar Vista High School

Sahra Tanikawa
Assistant Principal, Bolsa Grande High School

Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.

The Academy of Medical Arts (AMA) at Carson High School is a Pilot School co-located on the Carson Complex, located in the southern area of the Los Angeles Unified School District. The complex features 4 schools: Academy of Medical Arts, Academy of Education and Empowerment, Carson High School, and Eagle Tree Continuation School. AMA is a health science and medical technology pathway program approved in 2012 by Los Angeles Unified School District. AMA was formerly the Carson Health and Medical Partnerships small learning community at Carson High School.

The campus is located in the City of Carson, a blue-collar community approximately 16 miles south of downtown Los Angeles. Carson is a mix of residential, industrial, and commercial properties with excellent health care facilities, parks and recreation centers, and is home to California State University Dominguez Hills. Education levels vary among Carson's population: from 13.9% having less than a 9th grade education to 24.5% having attended or graduated from college. Carson families are primarily 'working class' and represent low-to-moderate income levels with a median household income of \$52,284. AMA's student body is made up of the following demographic groups: .6% American Indian or Alaskan Native, 3.3% Asian, 9.8% African American, not Hispanic, 40.3% Filipino, 39.6% Hispanic or Latino, 4.6% Pacific Islander, and 1.9% White, not of Hispanic Origin. English Language Learners make up 6.2 % of the student population and 26% of the AMA students are reclassified as Fluent English Proficient. Special education students make up 8.5% of the overall student population. Various measures of student achievement highlight strengths and areas for improvement as a result of the self-study. 91.8% of AMA students graduated in 2014, 20 percentage points higher than the LAUSD average. Graduates attended a wide array of 4 year and community colleges and universities or pursued careers in myriad fields, many related to the health care profession.

The school is showing improvements in the percentage of students passing the California High School Exit Exam (CAHSEE) Math test. From 2013 to 2014 increases occurred as follows: Asian from 66% to 80%, Filipino from 69% to 85%, Hispanic from 50% to 62% passing the math portion of the exam. Monitoring of student progress toward completion of A-G requirements showed that by spring 2014 54% of 9th graders and 64% of 10th graders were on track to successful completion. AMA@Carso High has been encouraging students to take a rigorous course of study and as such has been slowly increasing the number of students who take Advanced Placement courses and tests. Although the number of courses offered are limited partially due to the small size of the school, students are being challenged. In 2014 45% of the 130 students who took a total of 205 AP Tests passed with a score of 3 or higher. Data from the Early Assessment Program (EAP) in both language arts and math are challenging, but showing signs of slight improvement as a result of targeted efforts by the administration and staff. From 2013 to 2014 there was an increase from 15% to 20% ranked as ready for college and the 'not ready for college' group decreased from 61% to 57%. EAP math results are mixed with Algebra 2 showing 96% not ready for college with only 30% were the same in Summative Math. The school shows a relatively strong attendance record of 96.7% average daily attendance in 2013-2014, a 2.5% increase over the previous year.

All 23 of the teachers are rated highly qualified and are CLAD certified (with the exception of one holding an SB 1969 certification). Several teachers have been specially trained to teach Advanced Placement courses. Each staff member works collaboratively within their department as well as takes on special committee responsibilities of a cross curricular design. In addition to a thorough academic program offered to all students, there are numerous additional opportunities for students to develop themselves. Students at AMA@Carson High School have access to all sports teams and programs at the larger Carson High School with many students able to participate on varsity sports. Dances, assemblies and other activities involve and include students from all campuses. Over 30% of AMA students are active members of their HOSA, future health professionals chapter, making it the 2nd largest chapter in the state of California. Students are also involved in job shadowing and internship opportunities to give them a real life look at future career options.

There is a strong and palpable culture of support for all students with teachers and staff constantly available to help students succeed.

The school has developed 8 School-wide Learner Outcomes to represent the critical learner needs. These School-wide Learner Outcomes are in line with district goals as well as specifically tailored for the unique approach an academy focusing on medical arts should be focusing on in support of the students who generally chose to attend this special school

Student Learner Outcome #1

All 9th grade students will pass the gateway classes of Algebra 1 or Geometry and English 9A/B with a grade of C or better as evidenced by a) The percentage of 9th grade students receiving passing grades for final marks, and b) District-approved Interim Assessment Data showing passing/proficiency.

Student Learner Outcome #2

All 10th grade students will reach proficiency in Math and English Language Arts as evidenced by a) An increase in the pass rates on the first time CAHSEE test results b) Increased

proficiency on English and Math CAHSEE, in-house assessments for 10th graders.

Student Learner Outcome #3

All 11th grade students will prepare for college and career English and Math a) receiving an exemption or conditional status as evidenced on Early Assessment tests b) Increased proficiency on in-house and practice EAP exercises, and/or c) Passing scores on community college English Language Arts and Math placement tests.

Student Learner Outcome #4

All students will prepare for college and career by accumulating at least 55 credits per year as evidenced by a) Counselor records b) Enrollment in the proper A-G and Career Technical Education classes, and c) Maintenance of passing grades.

Student Learner Outcome #5

All students will complete a minimum of 30 hours per year of Health Science or Medical Technology workplace experience in 10th, 11th, and 12th grades by attending opportunities with guest speakers, work based tours, HOSA involvement, internships, job shadowing, conferences, and virtual programs as evidenced by a) Student Work Logs and reflections b) Teacher attendance records, and c) Parent permission slips.

Student Learner Outcome #6

All students will exceed our current period-by-period attendance of 96% or better and have 98% on time attendance in each period as evidenced by a) District and School attendance records b) Teacher attendance records.

Student Learner Outcome #7

All students will demonstrate an awareness of healthy lifestyles, proficiency with technology, the ability to work collaboratively, priorities for academics and citizenship, and knowledge of the Habits of Hearts and Mind as evidenced by a) Participating in grade level, school projects and community service opportunities b) Preparing for learning by bringing supplies and homework to school c) Serving on school or community committees or participating at work days d) Completing 11 of the 15 A-G requirements by the end of junior year.

Student Learner Outcome #8

All students will be on target for graduation, career, and college as evidenced by a) Participation in hospital volunteer programs b) Participation in an internship following the junior year c) Participation in HOSA future health professional activities d) Participation in CDE administered surveys, and e) Completion of a Senior Portfolio.

Chapter II: Progress Report

Since the last self-study:

The AMA@Carson High School's most recent self-assessment was a Substantive Change Visit in 2013 as the school was converted from a small learning community at Carson High School to a co-located, autonomous Pilot School on the Carson Complex. The critical learner needs identified at that time were to:

- continue to focus on math skills with an eye toward improving Algebra I and Geometry I proficiency in 9th grade
- devise a plan to increase the number of students on track to complete their A-G requirement, including having juniors complete 11 of 15 by the end of the 1st grade.
- continue to increase attendance and engage students in the academic pursuits.

The Major Critical Areas for Follow-up from the substantive Change Report were as follows:

- The administration and faculty should develop specific strategies to increase Math proficiency levels in light of the emphasis on medical arts career preparation
- The administration, faculty and parents should collaboratively develop strategies to create a culture of on-time attendance and high learning expectations.
- The administration and faculty should work collaboratively with students and create pathways to reach the benchmark goal of having more than 50% of all students taking 'A-G' approved courses each year.

A number of programs have been implemented to address improving math proficiency. Staff was provided District provided professional development in order to provide students specialized tutoring and additional classroom resources. Common Core Math specialists have visited Math teachers/classrooms to provide support and guidance. A Saturday workshop was held for all staff focused on Math across the curriculum. Inquiry Driven instruction has been emphasized, including in Math courses.

In order to address attendance issues, AMA hired a part time PSA who actively monitors attendance and works with administration, faculty and families of students showing signs of chronic tardiness or absenteeism. The program is reviewed quarterly. Manic Monday was created to provide students with class related incentives to be on time.

To continue to develop of a culture of high expectations the staff has embraced the Common Core State Standards as a means to increase rigor and keep students challenged across the curriculum.

A systematic approach has been undertaken to increase the number of students successfully fulfilling their A-G requirements. Curricular offerings as well as instructional strategies designed to create personal connections for students have been implemented and supported via professional development and policy creation.

The AMA@Carson High School underwent a Pilot School review in 2014 at which time they continued their reflection and evaluation of programs and practices. The faculty and staff remained committed to the fundamental values first articulated in their initial Pilot School plan – rigorous academic programs focusing on health care related careers, support of individual students in developing themselves as well rounded human beings and citizens, and providing real world opportunities for students.

Desired learning outcomes articulated in the Single Plan for Student Achievement also drive the faculty and staff to pursue professional development opportunities and implement programs and practices to support student success. There is on-going examination of various types of data related to student achievement and behavior that results in informed decision making at the school and individual student level.

Progress is being made in several areas, and work continues in all.

Looking at the critical learner needs identified during the Substantive Change Report

1. Continue to focus on math skills with an eye toward improving Algebra I and Geometry I proficiency in 9th grade.

Efforts are being made and professional development time and resources have been allocated. The target date for seeing progress was set as June 2015. No data available at this time.

2. Devise a plan to increase the number of students on track to complete A-G requirements, including having juniors complete 11 of 15 by the end of the 1st grade.

By the end of the 2013-2014 academic year, 49.3% of students were on track to meet 'A-G' requirements, an increase from 45% the year before. Many efforts are being made to get students enrolled in appropriate courses, but to also support them in being successful. Additionally, the school is seeking LAUSD approval for specific health related courses to be classified "A-G" compliant to increase the number of options students have.

3. Continue to increase attendance and engage students in the academic pursuits.

LAUSD reported that Average Daily Attendance for the 2013-2014 academic year was 96.79%, up 2.53% from the previous year. Efforts to both inspire students to be in class, on time as well as the support of a Pupil Support and Attendance worker are showing signs of working.

Chapter III: Self-Study Process

School Wide Learner Outcomes:

Student Learner Outcome #1

All 9th grade students will pass the gateway classes of Algebra 1 or Geometry and English 9A/B with a grade of C or better as evidenced by a) The percentage of 9th grade students receiving passing grades for final marks, and b) District-approved Interim Assessment Data showing passing/proficiency.

Student Learner Outcome #2

All 10th grade students will reach proficiency in Math and English Language Arts as evidenced by a) An increase in the pass rates on the first time CAHSEE test results b) Increased proficiency on English and Math CAHSEE, in-house assessments for 10th graders.

Student Learner Outcome #3

All 11th grade students will prepare for college and career English and Math a) receiving an exemption or conditional status as evidenced on Early Assessment tests b) Increased proficiency on in-house and practice EAP exercises, and/or c) Passing scores on community college English Language Arts and Math placement tests.

Student Learner Outcome #4

All students will prepare for college and career by accumulating at least 55 credits per year as evidenced by a) Counselor records b) Enrollment in the proper A-G and Career Technical

Education classes, and c) Maintenance of passing grades.

Student Learner Outcome #5

All students will complete a minimum of 30 hours per year of Health Science or Medical Technology workplace experience in 10th, 11th, and 12th grades by attending opportunities with guest speakers, work based tours, HOSA involvement, internships, job shadowing, conferences, and virtual programs as evidenced by a) Student Work Logs and reflections b) Teacher attendance records, and c) Parent permission slips.

Student Learner Outcome #6

All students will exceed our current period-by-period attendance of 96% or better and have 98% on time attendance in each period as evidenced by a) District and School attendance records b) Teacher attendance records.

Student Learner Outcome #7

All students will demonstrate an awareness of healthy lifestyles, proficiency with technology, the ability to work collaboratively, priorities for academics and citizenship, and knowledge of the Habits of Hearts and Mind as evidenced by a) Participating in grade level, school projects and community service opportunities b) Preparing for learning by bringing supplies and homework to school c) Serving on school or community committees or participating at work days d) Completing 11 of the 15 A-G requirements by the end of junior year.

Student Learner Outcome #8

All students will be on target for graduation, career, and college as evidenced by a) Participation in hospital volunteer programs b) Participation in an internship following the junior year c) Participation in HOSA future health professional activities d) Participation in CDE administered surveys, and e) Completion of a Senior Portfolio.

In accordance with the letter and spirit of the self study guidelines, the administration and staff of AMA@Carson High School undertook a rigorous and honest process specifically suited and aligned to their particular style, structure and culture of their school community.

The work of the self study began during the 2013-2014 school year under the direction of teachers Rebecca Frank and Terri Ann Sullivan along with a now retired principal. Under the guidance of new Principal Dr. Douglas Meza the entire staff worked in their pre-existing committee structure to do the self reflection and study required. Their existing committees are: Data and Assessment, Discipline and Safety, Habits of the Heart and Mind/School Culture, Instruction and Professional Development, and lastly Parent and Community. They worked hard to blend their committees with the WASC areas of study and did so in an appropriate and adequate fashion. There was consistent and wide-spread involvement by all staff with minimal involvement on the part of parents due to employment and family issues. Leadership and HOSA students were engaged in the self study process with their input and ideas respected and included. Surveys of both students and families provided important perception data to support their self-study and conclusions drawn through the process.

The self-study involved the systematic examination of available data related to the specific School-wide Learner Outcomes. Various challenges were faced as a result of the end of CST testing and the data provided in the past as well as technical challenges due to LAUSD changing data management systems. As the new focus on Common Core State Standards and the SBAC testing come along, there will be new and consistent data for the school to utilize as they move forward.

The action plan developed was undergoing extensive adjustment throughout the visiting team's time with the school. Important understandings for the need of measurable goals and metrics

were reached in collaboration with leadership and the visiting committee. The evolving action plan is more precisely aligned with identified areas of need and is tied to specific data sources and goals.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Organization Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

The school's Vision, Mission, and Values statement was originally developed by a small design team, which utilized an LAUSD template. As the school has developed over the past three years, student leaders, governance committee, and each school committee had the opportunity to provide input in the restructuring and refocusing of the schools statements for the opening of the 2014/2015 school year. According to the report, the mission and vision statement has been retooled to reflect community involvement, 21st century skills development, and a goal of all students being prepared for college and career.

The report indicates industry board advisers, students in government class, students in leadership class, and school site council participated in the expansion and revisions of the mission and vision; providing opportunities for parents, community partners, staff, and students to provide input. After which, a sample of students were surveyed to evaluate their awareness of the schools mission and vision. During the surveying of 180 students, over half were aware of the schools mission and vision.

The self-study indicates that the Academy of Medical Arts (AMA) further communicates and attempts to influence mentors, industry partners Advisory Board, students, staff, community members, parents, political offices, and school committees in supporting the mission and vision through phone calls, student planners, emails, bulletins, registration materials, school website, back to school night, as well as multiple community networking opportunities (Health career expo, Mayor's Task Force, Safety First, Act Now, Tri Carson event, Tour de Carson, Literacy Outreach, World AIDS day symposium).

According to the report, after the first three years of the schools original establishment of the mission, AMA staff is working towards a formal process to developed and revisit the mission and values on a more consistent basis.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

According to the pilot school proposal, AMA is governed by a board that includes two classroom teachers, the UTLA chapter chair, two parents, one community member, two students, one classified member and the principal as a de facto member. Board meets six times per year. Governance board decisions are made on items brought to the governing board after receiving feedback from teachers and recommendations from the stakeholders in such decisions. Interviews revealed that the governing board is pulling together and taking a more defined leadership role in the schools development. As Governing board meetings are becoming more consistent, staff has expressed an increase in trust of the abilities and motives of the governing board. Staff members currently feel the governing board is beginning to develop its intended role. The report indicates that the governing board makes decisions based on what will assist students in achieving the programs targeted mission and vision; however interviews revealed that the governing board is currently without bylaws and needs to further develop their capacity to contribute to the school program.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

AMA surveys teachers in order to target professional development as a response to student performance in interdisciplinary thematic projects. In addition to teachers meeting regularly in grade level teams to collaborate on practices and curriculum, other professional development opportunities include summer workshops, conferences, and monthly collaboration with industry partners.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Teachers of AMA are interviewed by the hiring committee and before offered a position, they are asked to review the elect to work agreement to ensure willingness and ability to complete the extra assignments. In addition to district credentialing requirements, staff support and development is offered multiple times throughout the school year including a focus on health science and medical technology.

New teachers also receive an orientation. This occurs during a two or three day session in which a seasoned teacher works with a new teacher to discuss educational foci, as well as increase understanding of the flow of curriculum and curricula projects.

Internal communications are processed through emails, faculty meetings, website postings, engrade, messaging platform, and weekly bulletins. The principal has an open door policy and has organized a schedule to allow for grade level teams to meet weekly, school committees to meet once or twice a month and online lockers are used to store meeting information. AMA has adopted snapshot forms, and ah-ha forms to be used when staff complete classroom observations. AMA teachers have made a commitment to complete three observations each semester.

The LAUSD has also focused on and continues to provide staff development in the areas of Common core, teaching and learning, EL mastery, Monitoring student achievement, and SPED integration. In doing so, the LAUSD hopes to positively support the development of increased graduation, A-G completion, attendance, parent satisfaction, promotion rate, and CAHSEE passage.

AMA has also hired a part time PSA to oversee attendance program analysis and interventions for students with chronic attendance issues. Doing so has also allowed the PSA to complete home visits. In order to address attendance issues an attendance policy has been put into place with disciplinary actions including attendance detentions and Saturday school.

Grade recovery continues to be an issue, as students have been required to complete summer school classes off site. Both transportation and community trust issues prevent students from accessing summer school programs. The LAUSD will be differentiating funds allocations to the summer program, which will allow students to attend summer school on their home campus.

During senior year, most students are enrolled in capstone courses and career pathway classes. At that time, seniors are also provided the opportunity to complete credit recovery classes in order to complete graduation or A-G requirements.

HOSA plays an integral role in the development of student abilities as well as developing a competitive and supportive spirit concerning student achievement.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

AMA has established a schedule to engage staff in professional development on a weekly basis. All Mondays and some Tuesdays are scheduled to include professional development in the weekly calendar. The Los Angeles Education Partnership, Facing History and Ourselves, and the museums (LACMA, MOCA, and The Museum of Tolerance) provide staff the opportunity partake in professional development through affiliate relationships with AMA. IN addition, professional development that satisfies grant requirements include the educating for

careers conference each winter and various advanced placement trainings and workshops. The master schedule is designed to support common conference periods for collaborative planning.

LAUSD has also engaged three teachers from AMA through a pilot year of Teacher Growth and Development cycle. Staff further uses peer observation and class observation protocols in which each staff members visits at least three different classrooms per semester. During the past three years, all professional development experiences supported three areas of development.

- 1) Sharing best practices for interdisciplinary instruction, looking at student work, and challenging students in grade level teams
- 2) Developing shared leadership and school culture in committees
- 3) Aligning common core and career technical education standards

A6. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

The report states, AMA school site council and Governance works with request to target fiscal resources towards supplies that support school wide programs, and allow students to complete projects and performance tasks. Though items needed are made available, sometimes facilities are a different obstacle. AMA shares a campus with three school programs and utilization of common areas can be a concern at times. However AMA has managed to work around such obstacles.

AMA also devotes resources towards professional development, AP classes, Common core training, LA art-science-education-and cultural institutions, and CTE seminars.

Interviews indicate lack of clarity for allocation of funds and resources.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

1. Students are provided experiences that connect to medical fields and the real world which creates an atmosphere in which students are learning in the present and applying information immediately.
2. Hiring of administrator by Governance board to maintain continuity and to keep the focus on the implementation of the AMA mission and vision.
3. Staff has developed systemic relationships and ideologies that create an atmosphere of continuous collaboration. Collaboration happens multiple times daily in both formal and informal settings.

4. Small staff allows for effective communication and quick consensus building and problem solving.
5. Use of small learning teams/PLCs allows for focused work and individual teacher growth in areas that are specific to groups of students.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

1. Staff has an unclear understanding of procedures used to allocate funds.
2. The focus on the A-G requirements appears to be a recurring theme and focus but it is unclear what is systematically being done to address this area.
3. Data development presents issues that make grade monitoring reports not easily accessible and require hand counting and collecting.
4. Staff has developed some procedures to address attendance and grades, but from grade level to grade level there are differences in protocols and policies for academic interventions.
5. The governing board lacks bylaws and operational protocols.
6. The master schedule design creates challenges to student access of courses and balancing of class sizes.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Original Vision and Mission statements
Current Vision and Mission statements
Student interviews
Teacher conversations
Grade Level Team interviews
Administrator and lead teacher interviews
Master schedule
Pilot proposal plan
Single plan for student achievement
Grade and A-G data
Pilot school handbook
HOSA parents and leadership
ASB leadership
Elect to work agreement
Staff development notes and handouts
Classroom observations
Nutrition/Lunch/Passing period observations
Students attending classes after school
Classroom binders and student work

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

Students at AMA are offered a varied curriculum presented thematically by grade level. The interdisciplinary approach offers students an enriched and deep course of study. Project based learning engages students and builds real life skills. Industry partnerships enable students to get real world experience and exposure far beyond the classroom walls.

Curricula offered to students exceed the minimum for graduation providing students opportunities to pursue their interests and passions. A number of courses that don't fall into the UC A-G requirements are being evaluated for inclusion to support student selected pathway. Such courses include Health Careers, Hospital Occupations and Sports Medicine.

The master schedule focuses on high academic expectations, career preparation via curricular exploration, field trips, work exposure and fulfillment of the schoolwide learner outcomes.

Students are engaged in a wide array of academic pursuits that results in rigorous, authentic assessments via project based learning in many, if not most, classes. Art elements are embedded in many projects to foster creativity. Students are expected to write across the curriculum in both tradition and more creative models. Students are encouraged to integrate their interest in the medical arts into presentations, speeches and other expressive formats.

Courses are focused on essential questions that provide students with rigorous and relevant learning experiences. Regular and honors level courses have been blended to facilitate purposeful heterogeneous groupings.

Teachers meet regularly in grade level teams to monitor student progress and reflect on the curricular program offered.

AMA is a Pilot School within Los Angeles Unified School District allowing them to tailor curricula to meet the school's focus. There is a clear linkage between the vision of the school and what programs and courses students are offered.

Pipeline grants are enabling AMA to begin to engage with feeder schools to develop a coherent 7-12 grade pipeline for health science and allied health workers.

Graduates regularly return to the campus to provide input and support of ongoing programs. Exit surveys are offered to all graduating seniors and alumni are engaged via email polls and videotaped interviews to learn how AMA has prepared them for college and career.

B2. Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

The students at AMA are supported throughout their high school career by teachers, counselor, college counselor, and mentors. There is on-going support for all students who work to create their own individualized academic program. Although the curriculum is not as varied as it might be at a comprehensive high school, students have access to Honors and AP classes in some departments.. Dual enrollment programs with Harbor Community College provide students opportunities to complete college courses and expand their options.

Health care is the main focus of the school and students are provided with ample opportunities to get exposed to a wide array of careers and a realistic picture of what jobs are like. Industry partners provide students with internships and other learning opportunities. Students are provided with the chance to visit universities and colleges to help them consider higher education options.

The school partners with parents via various forms of outreach and communication to guide students through their course and pathway selection.

Students are encouraged to enroll in and remain in rigorous courses. Although students have the choice, efforts are made to counsel and guide them to take and remain in challenging classes.

Students are offered many opportunities to learn what is ahead of them in school or the work force. Alumni speakers, industry mentors provide valuable insights and guidance as students consider their next steps.

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for college, career, and life?

There is a strong interdisciplinary theme approach across grade levels, that provides students with opportunities to develop themselves as people beyond reading, writing and arithmetic. An emphasis on Habits of the Heart and Mind as well as curricular 'extras' such as Facing History and Ourselves challenge students to think about life outside the classroom and their community.

The graduation rate for AMA is above the LAUSD average, a sign that they are supporting students and offering appropriate curricular options to achieve success. Teachers constantly monitor students and undergo professional development to this end. CAHSEE success is a high priority with results to support it.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

1. Strong interdisciplinary approach to learning.
2. Work-based learning supported by staff and industry partners – extending learning beyond the classroom.
3. Informal intervention and tutoring are available to support student success.

4. Habits of the Heart and Mind build a school-wide spirit of support and inclusiveness promoting integrity and citizenship.

Key issues for Standards-Based Student Learning: Curriculum (if any):

1. Limited student achievement data in relation to AMA mission and vision exists.
2. Inadequate tracking of CTE and HOSA student success not adequate.
3. Better tracking of college readiness data, including EAP, AP testing, and A-G records .

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Grade level thematic unit plans
- Student journals
- Master Schedule
- UC Approved Course list
- Student enrollment in A-G appropriate courses
- Student assessment data
- Student project samples
- Field Trip Logs
- Student interviews
- Observation of class activities and work

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

To what extent are all students are involved in challenging learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

AMA pilot school has built a program that uses grade-level teams to plan instruction which is multi-disciplinary as well as focused on the medical arts. Teachers collaborate to plan thematic units, one per month, which focus on nine themes identified as Habits of the Heart and Mind. Each theme is aligned to important skills for empathetic medical professionals. These themes are highlighted in multiple ways: zero period activities/discussions, interdisciplinary projects, and complex-wide assemblies/presentations.

In zero period activities, all teachers focus on the same topic- for example, a real-world scenario that students are challenged to find solutions to. This creates a unifying conversation piece for students throughout the day and promotes career-specific awareness and emotional readiness.

Grade-level teacher teams meet weekly, both during collaboration time built in to the school day and on their own time. Teachers plan units that address their specific content standards while keeping a focus on the medical arts. Interdisciplinary projects require students to identify connections to all core disciplines. Projects are inquiry-based and allow students to struggle to figure things out on their own. It is in these projects where students have the most choice in their approach to the work. Projects are often collaborative in nature, requiring students to work together in groups and be accountable to one another. These projects are specifically tied to Student Learner Outcome #7. Teachers calibrate grading rubrics and grade the projects collaboratively.

Students are provided many opportunities to think critically, work collaboratively, plan work and present information. These are all important skills that help students be career-ready. Teachers use guiding resources such as Bloom's Taxonomy and Gardner's Multiple Intelligences matrix, to plan curriculum that is engaging and rigorous for students at each grade level and aligned with HOSA standards and Health Science Pathway grants. Teachers use vertical planning to set high but appropriate expectations. As a result,90% of AMA students pass the CAHSEE on the first attempt. According to the industry partner advisory board, AMA's curriculum is aligned with the best practices in the health and medical industry.

Students are provided with several enrichment opportunities, such as field trips, hospital volunteer programs, working at Carson Wellness Center (on campus), internships, HOSA future health professional activities, and completion of a senior portfolio. This is in direct support of Student Learner Outcome #8.

C2. Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

AMA teachers are able to infuse technology and media by utilizing computer labs for research, document readers and projectors, short videos, TED and TED Ed materials, iPads, games, cartoons, and photography. Some teachers have implemented flipped classroom assignments and some teachers attend workshops and share out best practices.

Teachers collaborate on grade-level interdisciplinary teams to determine learning goals, backwards plan, and select formative and summative assessments. Teachers work together to grade interdisciplinary projects as a team, calibrating rubrics and using agreed upon anchor papers. Teachers reflect on and discuss student performance data, focusing on successes and deficits before proceeding with reteaching.

Students are required to develop synthesis, evaluation, and analysis skills to succeed in the interdisciplinary-based learning environment. The interdisciplinary projects consist of open-ended questions that encourage multiple perspectives and require students to supply evidence to support their thinking. Additionally, students are required to take a stand and defend their opinions/perspectives. Students have some access to resources, including the computer lab, laptop carts, and iPads, texts, tools, resources, lab supplies, dissection kits, and guest speakers which all contribute to the student ability to construct knowledge of topics under discussion. Students are put in purposeful groups to help negotiate the material and synthesize components of the lessons to create something new. Some examples of student technology use in support of their projects are: PSAs, Power Points, Prezis, Primary Source Document analyses, Career reflections, Comic Analyses and Creation, models of atoms, molecules, body systems and the like.

As a Pilot High School, AMA operates with a specific career focus. AMA receives grant money to strengthen the career pathway through field trips, college trips, industry partners, hospital internships, career technical education classes, the HOSA chapter, work in the community in community and public health, and visits to state of the art health science facilities. Real world experiences are tied to the California Partnership Academy and Health Science and Medical Technology grants, Perkins money, and the mission and vision.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

1. The teachers collaborate extensively in interdisciplinary, grade-level teams to plan thematic units, create interdisciplinary projects, grade collaboratively, and share data about students in order to make plans to further support students.
2. Interdisciplinary projects provide opportunities for students to collaborate, research, think critically, and present information using a variety of resources.
3. Multiple opportunities are provided for students to explore a career focus and gain real world experience such as field trips, college trips, volunteer positions with industry partners, hospital internships, career technical education classes, the HOSA chapter, work in the community in community and public health, and visits to state of the art health science facilities.

Key issues for Standards-Based Student Learning: Instruction (if any):

1. Limited data inquiry and management as well as professional development that illustrates which types of data to collect, and how to use data to plan instruction and intervention.
2. The master schedule limits access to AP STEM courses and other courses related to the medical field, such as AP Psychology.
3. Additional support for AP students and teachers is needed to continue to improve AP success.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- 5-8 week units
- Standards aligned horizontally and vertically
- Books that engage like *The Ghost Map*, *One Flew Over the Cuckoo's Nest*, *The Kite Runner*, *The Pact*, *Anthem* and other health science/medically themed supplemental materials.
- LAUSD School Report Card for AMA Industry Partner Advisory Board meeting sign in sheets and minutes
- Bloom's and Gardner's charts used to create levels of questions and student assessments as well as post on classroom walls.
- Student planners
- Habits of the Heart and Mind

- Mission and Vision
- HOSA rubrics
- Socratic polls and interactive quizzes
- Webinars TedTalks, Ted Ed, and PBS are used to engage or supplement material
- Simulation labs from Harbor UCLA in senior year.
- Purposeful groupings are used to help students of varying abilities collaborate
- Reflections
- Notebooks
- Survey results
- Board minutes
- Matrix/Master Schedule
- Student projects

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

AMA uses a limited variety of systems to collect, analyze and report student data. AMA has a Data Committee in place to analyze and share information with all stakeholders. Progress reports are issued every 5 weeks and report card communication to parents is done every 10 weeks along with the use of a student communication system, Engrade, that allows students and parents to monitor grades, attendance and work. All teachers report that they use Engrade to share student progress information with all stakeholders. Common assessments are used in English and math and discussed at weekly collaboration along with the periodic Interdisciplinary Essays given to all students to determine student proficiency across the curriculum. The Interdisciplinary projects are given to all students with a common grade level theme and project that is graded by the team and the same grade is given in the core subject areas. AMA continues to be challenged to improve math scores even though it continues to be a focus of the data collection and review process.

D2. Assessment and Accountability Criterion

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

The report states that students at AMA regularly are involved with interdisciplinary assignments and assessments. As part of the medical career focus, every student is required to complete a Health Career Expo assignment each year that are reviewed and judged by members of the medical/health community connecting the students to their future career path. Students and staff have a systematic way to reflect on student performance in medical art interdisciplinary assignments and progress so that staff can determine progress towards learning goals and make modifications as necessary.

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

The report states that all stakeholders are involved in the monitoring of the assessment data at AMA Carson. While the school site is responsible to report on CAHSEE, exam, AP scores, SAT/PSAT scores and A-G data to report on college and career readiness, AMA is still establishing protocols for reviewing and responding to data. At the site level teachers are able to communicate directly to parents and students using the progress reports and Engrade to

provide detailed information about student learning and achievement. Teachers also use the School Loop Website to communicate syllabi, assignments and other curricular material. School Loop is also used to keep all teachers informed about grade level decisions and focus areas for each team. To highlight to the school community when students are 'doing something right', individuals are recognized for efforts, achievements and attendance sharing with all stakeholders positive behaviors. AMA had created direct connections with the health care community and is able to use their input and feedback to adjust programs to ensure that students are prepared at graduation for healthcare careers.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources?

The report states that AMA is committed to use assessment data to drive instruction and modify curriculum. In 2014-15 LAUSD implemented math intervention classes for 9th grade students to support those at risk based on district placement criteria. An additional English teacher was hired by the site to bring down the class size of 10th grade courses and AP Calculus was added to expand the AP course offerings this year. AMA has identified that attendance is a problem on Mondays when there is a shortened student day to accommodate teacher PD. To address this issue, the school developed an attendance program to hold students accountable for attendance but continue to look for other options for PD days.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- The school seeks input from stakeholder groups.
- The school continues to build awareness in the area of career technical education.
- The school reflects on cross curricular projects and makes modifications from year to year.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- LAUSD transition to the new data system MISIS has impacted the ability for AMA to receive student information in a timely manner.
- School has identified that as a result of the transition to MISIS and their change in status to a pilot school, they currently do not have good longitudinal data. AMA has yet to identify what data will be meaningful for longitudinal program evaluation.
- The self study identifies that 9th grade math scores and student progress continue to be a problem at AMA. Processes for collecting data for evaluating 9th grade progress are not fully developed.
- The report identifies increasing the A-G rate as an area of focus. Collection of data to identify targeted areas of intervention to increase A-G completion needs further exploration.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Tutoring Schedules
- 5,10 week progress report
- Master Schedule
- CAHSEE scores
- Graduation rate
- EAP data

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

AMA has numerous systems in place for communicating with parents and community members and incorporating them into the school's planning and decision-making process. AMA has successfully included community partnerships and is making strides to improve parent involvement. AMA has successfully utilized several parent and community nights to increase community participation in the school. Parents feel their input is welcomed and their concerns are handled quickly.

AMA has collaborated with many community organizations including The Carson Complex Healthy Start program and the Wellness Center to connect AMA students and parents with services in the community from organizations that offer physical and emotional support and teachers, counselors, and administration actively refer students to the Wellness Center and Healthy Start as needed. AMA students have an opportunity to volunteer in the Wellness center to earn required volunteer hours.

AMA staff and students celebrate the diversity of the surrounding community and experience a high level of public support. AMA outreaches to the community to garner support for programs and welcome them as advisers. AMA also works in conjunction with their feeder schools to smoothly transition students. However, students feel that when starting AMA they do not have a full understanding of what is required of them and would like more guidance.

AMA staff and teachers respond to the families and community they serve in a timely manner. Parents and students alike feel that the staff is receptive to concerns and acts on them to best support the school and students. AMA utilizes community resources to enable all students to achieve the academic standards and the Student Learning Outcomes. Communication is routinely conducted in the appropriate home language of the student, however, parents feel that the majority of the communication is in English and would like to have greater efforts to communicate more effectively to avoid translation issues. To involve parents in the school parents have opportunities to volunteer for campus supervision, help in the office, translation, and field trip supervision, but this has been limited due to participation. AMA continues to struggle with increasing parent involvement. Although AMA has seen an increase in parent attendance at Back to School Nights, Open House, and the annual Health Career Expo, AMA is challenged in increasing direct parent involvement. In an effort to increase parental and community involvement, site leadership have been encouraging parents to bring along other parents to spread the message that all parents are welcomed at AMA.

AMA believes that developing and maintaining a strong relationship between the school, the parents and the community will create an environment where all students will feel supported, and that their work is relevant. AMA's goal is to ensure that all students are prepared for college and their careers. Due to a limited master schedule and AP courses, students and parents alike shared that they cannot take all of the courses they want, which limits their preparation. AMA strives for student ownership of their education, with parent support, hopefully resulting in better attendance, more success in academic pursuits, and increased awareness of the connection between effort and results.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

AMA's location on the Carson High School campuses poses challenges for campus supervision.

Under the complex plan, there are only 5 campus aides who patrol the entire complex, servicing all schools in an area that spans the equivalent area of 6 city blocks. To combat tardies, AMA utilized a detention system for students accruing multiple tardies. However, the policy did not adequately address students with chronic tardy issues. Also, rotating detention teachers brought separate issues – the detention room was not consistent, often teachers may have forgotten to get substitute coverage if they were away, etc. This year, an overhaul to the detention policy was made. With the cooperation of administration and the discipline/safety committee, a commitment was made to hold students accountable to being in class on time. The policy has tiers with students receiving three total tardies given a lunch detention. Students who have three assigned detentions also receive a "Saturday School" detention with the principal.

To ensure that AMA students are utilizing 21st century learning technology AMA encourages the staff members and students to use electronics and other 21st century devices to supplement instruction and learning. AMA has a strict technology policy that clearly articulates when technology may be used and that it is used in the proper manner. However, limited technology was observed in the classroom and the facility lacks the infrastructure to fully operate an up-to-date wireless network.

AMA has implemented a safety plan under the Carson Complex Plan to secure the physical safety of both students and staff. Students are required to wear school identification cards on their AMA lanyards so they can be quickly identified as AMA students everywhere on campus. In addition to wearing a lanyard, students outside of class during instructional time are required to carry the AMA Student Planner. Safety is considered when weighing all activities and outings and safe environments for sharing and taking academic risks, as well as having safety plans in place is the responsibility of the Discipline and Safety Committee.

AMA teachers have an informal open door policy that gives students a safe haven to congregate before school, during nutrition and lunch and after school. AMA staff supports this policy and embraces students in their classrooms. Students often use this time to study for tests, to do homework, and to tutor one another. Students who are falling behind are tracked and counseled about how to bring their grades up. Parents are contacted and required to attend meetings with the teachers and the principal to map out a plan to help the student succeed in the classroom.

Restorative Justice training took place during professional development over the course of one semester in 2014. Teachers learned about alternative techniques to engage disengaged and reluctant students, and ways that focus on keeping students in the classroom and that honor individual learning styles and differences.

Professional Development is run by committee. When teachers attend conferences and training, they return and share Best Practices with the peers. Time is set aside to ask questions and to add to the narrative. An “open door policy” exists among and between teachers whereby they can freely visit one another’s classrooms. The principal encourages teacher teams to find and share best practices from within the school or from the professional community.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success?

AMA offers referral services and resources for its students. During the past two years, AMA has referred a total of thirty-seven students to the Carson Complex Wellness Center. The administrator and school academic counselor are responsible for triage before referring students to the Wellness Center. Many students when asked are not aware of these services. AMA has identified teacher and counselor intervention and individual counseling of students who have been identified as having issues that create barriers to learning, can be effective in enabling individual students to overcome their challenges and meet the rigorous demands of the curriculum at AMA.

AMA has processes in place to identify struggling students. AMA teachers spend time in Professional Development, weekly meetings, and planning with Grade-Level Teams. AMA staff tends to discuss student progress and keep an eye on students who are struggling with academics, attendance, attitude, etc.

E4. School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community?

Teachers at AMA recognize that tracking tends to hinder the motivation and momentum of struggling students to achieve at high levels. To combat this, classes include students of all levels that help struggling students achieve while allowing high achieving students to practice mastery through teaching and guiding their peers with academic support. AMA has an open-access honors / AP program. Any student can select honors and AP courses. Students are advised in the Spring and during Summer pre-registration about the rigor and course workload of each class and are allowed to decide for themselves about their placement. Parents and students alike, shared concerns that the AP program offerings are limited and does not allow students to fully participate in all of the AP classes desired.

To link curricular and co-curricular activities to the academic standards, AMA has the leadership class meet during 4th period to present a student voice for extra-curricular activities that take

place at AMA. The teachers and staff know and understand that students have the greatest awareness about what interests them. The class includes students who struggle to find their place within the school. The more invested students partake in the decision-making processes and become part of the leadership as they become successful in the program.

According to the self study, in order to evaluate student participation in the classroom and during extracurricular activities, the Parent and Community Committee and the Instruction and Professional Development Committee collaborate about Curricular and Co-curricular learning opportunities that connect the academic standards to college and career readiness standards for all students.

Some support services exist including, the school's PSA and Guidance Counselor, College Counselor and the Wellness Center.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

1. Parents and community members have a strong buy-in and connection to AMA. Parents feel their voices are heard and appreciated.
2. AMA students are very active in the community and have ample opportunities to volunteer their time in support of their education. Local community organizations and local businesses have fostered strong relationships with the students of AMA.
3. All stake-holders feel that AMA is a safe and secure campus where education is the student's first priority.
4. AMA students and staff have a clear expectation of success in and out of the classroom. The students respect and care deeply for the staff.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

1. Although AMA parents feel there is clear and consistent communication, the total number of parents involved in the school is low.
2. AMA needs to continue to develop the tardy policy to deal with the levels of absenteeism and tardiness. The current tardy policy needs consistency and to be supported by all members of the AMA staff.
3. AMA needs to explore and evaluate its Professional Development and determine school-wide areas of need based on and organized around the collection of student data.
4. AMA needs to explore increasing the utilization of technology in the classroom, which would benefit the college going culture of the campus.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- L School Site Council, Back to School Night, Industry Advisory Board Meeting and minutes.
- L Engrade, School Loop
- L Community Partnerships with local healthcare organizations
- L Student planners that include student guidelines and policies
- L Staff and Student Surveys
- L Carson Complex Wellness Center Data

L Master Schedule

Part B: Schoolwide Strengths and Critical Areas for Follow-up

- **Synthesize the schoolwide strengths and list numerically. *Be sure that these can be documented by other sections of the report.***

Schoolwide Areas of Strength

1. Overall commitment to holistic student development by staff and involved stakeholders is strongly evident.
2. The development of a 21st learning experience that prepares students for transition into college and career
3. Palpable culture of risk taking, collaboration, and innovation in support of student development.
4. Cross-curricular approach to health careers themed learning experiences.

Schoolwide 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 schoolwide action plan. These are summarized below:

1. Additional targeted support for at risk and struggling 9th graders.
2. Development of data collection systems to evaluate and modify programs to increase success in education pathways and college readiness.
3. Graduate students who are college bound and career ready.

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. Explore creative and innovative scheduling options in conjunction with master schedule priorities to increase student access and success.
2. Evaluate current data practices, identify potential methods for improving data collection and analysis, and explore professional development to improve student centered, data based decision-making.
3. Clear and articulated policies and procedures for effective governing board oversight.

Chapter V: Ongoing School Improvement.

The AMA Action Plan underwent a thorough revision during the visiting committee's time with the school. The Action Plan was improved and aligned with the overall findings of the self-study process in consultation with site leadership and WASC leaders. There is a strong collaborative culture on the campus, which will contribute greatly to the implementation and monitoring of the Action Plan in the years ahead. Based upon observation and discussion with the staff the identified needs are based upon evidence as expressed through the analysis of data and adequately address a plan to remedy cited needs. The goals are focused on student achievement and the alignment between WASC goals and the Single Plan for Student Achievement is strong. There don't appear to be any significant impediments to the achievement of the goals as outlined outside the normal financial uncertainty of the California economy in the years ahead. The VC believes there is sufficient capacity on the campus to make the Action Plan become a reality. Leadership and staff share a commitment to all students and a desire to ensure that AMA@Carson High is a success and grows to serve as a model for others to emulate.

In summary, the school staff, students, parents and community are looking forward to the on-going process of improvement in student academic achievement and attainment of School-wide Learner Outcomes for all students. All stakeholders are working toward successful implementation of the Common Core Standards and preparing for college and career options suitable for all students.

Action Plan

Goal 1: Develop a comprehensive system to increase the percentage of students on track for meeting the A-G requirements by 3% each year over the next 5 years.

Rationale: Self-study findings indicate a need to create a structure to monitor and support students as they work towards completing the A-G requirements. Completion of A-G courses will be required to obtain a High Diploma with a D or better for the Class of 2016, and a C or better for the Class of 2017 and beyond. Completion of A-G courses meets the minimum requirement for entrance to the CSU system.

Supporting Data: 49 % of students passed all A-G courses (school-wide) during the 2013-2014 school year;
 After Fall 2014, 68 % of students from the Class of 2018 were on track of meeting A-G requirements;
 After Fall 2014, 54 % of students from the Class of 2017 were on track of meeting A-G requirements;
 After Fall 2014, 57 % of students from the Class of 2016 were on track of meeting A-G requirements;
 After Fall 2014, 36 % of students from the Class of 2015 were on track of meeting A-G requirements;

Growth Targets:

(2014-2015) -71% of students from the Class of 2018 will be on track of meeting A-G requirements
-57% of students from the Class of 2017 will be on track of meeting A-G requirements
-60% of students from the Class of 2016 will be on track of meeting A-G requirements
-39% of students from the Class of 2015 will be on track of meeting A-G requirements

(2015-2016) -80% of students from the Class of 2019 will be on track of meeting A-G requirements
-74% of students from the Class of 2018 will be on track of meeting A-G requirements
-60% of students from the Class of 2017 will be on track of meeting A-G requirements
-63% of students from the Class of 2016 will be on track of meeting A-G requirements

(2016-2017) -80% of students from the Class of 2020 will be on track of meeting A-G requirements
-83% of students from the Class of 2019 will be on track of meeting A-G requirements
-77% of students from the Class of 2018 will be on track of meeting A-G requirements
-63% of students from the Class of 2017 will be on track of meeting A-G requirements

(2017-2018) -80% of students from the Class of 2021 will be on track of meeting A-G requirements
-83% of students from the Class of 2020 will be on track of meeting A-G requirements
-86% of students from the Class of 2019 will be on track of meeting A-G requirements
-80% of students from the Class of 2018 will be on track of meeting A-G requirements

(2018-2019) -80% of students from the Class of 2022 will be on track of meeting A-G requirements
-83% of students from the Class of 2021 will be on track of meeting A-G requirements
-86% of students from the Class of 2020 will be on track of meeting A-G requirements
-89% of students from the Class of 2019 will be on track of meeting A-G requirements

Tasks	Responsible Person(s)	Professional Development/Resources	Means to Assess Improvements	Timeline	Reporting
Conduct Annual Individual Graduation Plan (IGP) meetings with students three times a year	-Principal -Counselor -Counselor's Aide	-Counselor overtime -Fund a Counselor's Aide Position (Title 1)	-Generate A-G progress reports using MISIS every reporting period -Track the number of IGP meetings that the aide is able to complete (three times a year) -Update Mini-cumulative records for each student -Track the number of IGP's completed	-The week after every grading window closes -Fall 2016 -Every Summer (Pre-registration), November, and May -After every semester -Every Summer (Pre-registration), November, and May	-Annual Student Report Card -Report the Aide's impact to the School-site Council -Communicate progress to parents via Blackboard Connect, newsletter, parent meetings, and sending home a copy of the IGP -Update staff during PD
Grade Level Teams will monitor students' progress on A-G courses and	-Principal -Counselor -Grade-level Teams	-Professional Development for teachers on A-G requirements. -Sub release time for grade levels to discuss student progress	-Evaluate the PD on A-G requirements -Grade level meeting sign-ins and agendas	-July 2015 -Once a month	-Report out to staff during PD meetings -Every Summer (Pre-registration), November, and May

provide additional support (tutoring during nutrition, lunch, and/or afterschool)		-Students will be placed on academic probation	-Student sign-ins for tutoring (weekly logs) -Students will be asked to complete weekly progress reports	-Weekly -After the 10 week reporting period	- -Copy of contract/probation letter will be sent home to parents
Offer Auxiliaries to allow students to retake A-G courses	-Principal -Teachers	-Fund Auxiliaries	-Identify the number of students that were able to retake and pass an A-G course as a result of the Auxiliary (MSIS) -Update Mini-cums	-Every Semester -After every semester	-Communicate with Staff during PD -Communicate progress to parents via Blackboard Connect, newsletter, parent meetings
Offer Apex Credit Recovery sessions on Saturday (7 week sessions every semester)	-Principal -APEX Coordinator -Counselor -Teachers	-Apex training for teachers -Fund Saturday APEX sessions	-Run APEX reports after each Saturday session to track students' progress	-After the 5 th week of every semester (Starting Fall 2016)	-Communicate progress with students and parents via Saturday School progress reports
Refer students that are struggling to meet the A-G requirements to SST	-Principal -SST Coordinator or (counselor's aide) -Nurse -	-PD for SST -PD for teachers	-Review referred students' progress every SST session (grades, teacher report, etc..)	-Once a week (starting Fall 2016)	-Communicate progress with parents -Communicate progress with teachers

	Psychologist -Teachers				
--	---------------------------	--	--	--	--

Goal 2: Develop a comprehensive system to increase the percentage of parent and community involvement in school-wide sponsored events by 5 % per year over the next five years

Rational: Self-Study findings indicate a need to improve parent and community involvement in students' academic progress. Parent and community involvement is important in improving student academic performance.

Supporting Data: -5% of parents attended the four parent evening/ Saturday workshops during the 2014 Fall Semester
 -On average, 60% of parents participated in other school-wide sponsored events (e.g., PHBAO, Student Lead Conferences, Health Career Expo, Back to School Night,)

Growth Targets:

(2014-2015)	-10% of parents/guardians will attend parent workshops
	-60% of parents will participate in school-wide sponsored events
(2015-2016)	-12% of parents/guardians will attend parent workshops
	-65% of parents will participate in school-wide sponsored events
(2016-2017)	-17% of parents/guardians will attend parent workshops
	-70% of parents will participate school-wide sponsored events
(2017-2018)	-22% of parents/guardians will attend parent workshops
	-75% of parents will participate school-wide sponsored events
(2019-2020)	-27% of parents/guardians will attend parent workshops
	-80% of parents will participate school-

wide sponsored events

Tasks	Responsible Person(s)	Professional Development/Resources	Means to Assess Improvements	Timeline	Reporting
Back to School Night	-Principal -Teachers		-Track the number of parents/ community members that attend (sign-ins) -Survey parents to identify any obstacles that impede their participation in Back to School Night	-before the 5 th week of the Fall Semester	-Engrade/ Gradebooks - Blackboard Connect Messages, School Loop, PD debrief
PHBAO Parent Conferences	-Principal -Teachers		-Track the number of parents/ community members that attend (sign-ins) -Survey parents to identify any obstacles that impede their participation in PHABO Conference	-After the first 5 weeks of school and prior to the 15 th week	- Newsletter, PD debrief
Student Lead Conference	-Principal -Teachers		-Track the number of parents/ community members that	-Prior to the 15 th week of school during	- Newsletter, PD debrief

			attend (sign-ins) -Survey parents to identify any obstacles that impede their participation in Student Lead Conference	the Spring Semester	
Health Career Expo	-Teachers -Principal	-Fund the Rental of the Carson Community Center Ball Room	-Visitor sign-ins and Surveys	- February of every year	- Newsletter, Share feedback from surveys with and parents
Offer Parent Workshops Personalized to meet the interest/needs of our parents (e.g., Use of Engrade, A-G requirements, SBAC..etc. (evenings/weekends)	-Title1 Coordinator -Principal -Teachers	-Sub release time for Title 1 coordinator/teacher to create workshops	-Parent Workshop sign-ins and evaluations.	-Once a month	-School Report Card, Share feedback from parents with teachers during pd
Parent/School Social Events (e.g., AMA Community Give Back Day, Community Garden Day)	-Principal -Teachers	-Business Sponsors -Fund food/prizes	-Parent sign-ins, parent survey	-Once a semester (Starting Fall 2016)	-School Report Card, report findings of survey during staff P.D.

Goal 3: Develop a comprehensive system to increase the percentage of students that are taking and passing the AP exam with a 3, 4, or 5 by 5% every year over the next five years.

Rational: Self-Study findings indicate a need to improve the percent of students passing the AP exams. It is important for students to pass their AP exams so that they can receive college credit and be prepared for the rigor of college course work.

Supporting Data: 17% of AMA students took and passed the AP Exam during the 2013-2014 school year.

Tasks	Responsible Person(s)	Professional Development/Resources	Means to Assess Improvements	Timeline	Reporting
Saturday School AP Support (2 seven week sessions, one per semester)	-Principal -Teachers	-Funding for Saturday School	-Track the number of students that attend the Saturday AP support sessions -Look for any correlation between students that attend the AP Support sessions and those that pass the AP test with 3 or better	-After the 5th week of school each semester -After AP results are released	- Communicate with parents the importance of taking the AP classes via Engrade, Blackboard Connect, Newsletters
AP Training for Teachers	-Teachers -Principal	-Funding for AP Training Fees -Funding to pay teachers to attend AP training	-Teachers will track improvements in their students' AP passage rate	-Summer (starting 2015)	-AP teachers will lead PD sessions on new strategies
Pre-AP Training for 9 th and 10 th grade teachers	-Principal -Teachers (9 th and 10 th)	-Funding for Pre-AP Training Fees -Funding to pay teachers to attend Pre-AP training	9 th and 10 th grade students will acquire the prerequisite skill needed to succeed in AP	-Summer (Starting 2015)	-9 th and 10 th grade teachers will lead PD sessions on new

			courses		strategies
--	--	--	---------	--	------------