

Maria Carrillo High School

Principal Katie Barr
March 11, 2020



SRCS LCAP Goals

Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal 2: Increase student and family wellness and engagement through the full service community school model.

SRCS Theory of Action

If we improve the quality of practice **through the** continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, gender, differently abled, socioeconomic status, and/or the language spoken at home.

Maria Carrillo High School SPSA Goals

Goal 1: Increase students' ability to synthesize information and ideas.

Goal 2: Increase students' understanding of the expectations of the Graduate Profile and the relevance for college, career, and life.

Maria Carrillo School Site Council Members

Katie Barr ~ Principal

Nicole Rosachi ~ Parent

Paula Cox ~ Business Manager

Amy Knebel ~ Parent

Natasha Deakins ~ Teacher

Kate Westrich ~ Parent

Maddie Doyle ~ Teacher

Cynthia Valentin-Ponce ~ 10th Grade Student

Lisa Greenstein ~ School Secretary

Luis Gil-Aviles ~ 10th Grade Student

Jordan Henry ~ Teacher

ELAC Officers & DAC & DELAC

Miguel Giron - ELAC President & DELAC Rep

Teresa Jepson - DAC Rep



Inquiry Cycle

›Instructional Leadership

Phase 4 Analyze Impact

Teachers and leaders analyze the results of the instructional inquiry and reflect on the process and new learning



Phase 3 Implement & Support

Teachers and leaders engage in study and learning and then take actions centered on an area of focus



Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice



Phase 2 Determine a Focus

Teachers and leaders analyze evidence to identify an instructional focus area



MCHS GRADUATE PROFILE

The staff of Maria Carrillo High School, in collaboration with all community members, students, and guardians, provides a safe and engaging educational environment that prepares students to become:

Powerful Producers

- Contribute to the success of a team
- Generate effective solutions and quality products
- Establish and pursue goals and evaluate progress
- Manage time and resources effectively

Universal Citizens

- Demonstrate accountability, integrity, and honesty
- Contribute time to preserve and improve their environment
- Acknowledge and respect cultural and personal differences
- Take informed action to contribute to their community

Masterful Communicators

- Express thoughts and ideas clearly
- Consider and evaluate evidence and opinions
- Support arguments with evidence and reasoning
- Advocate for self and others

Active Learners

- Make connections between subjects
- Engage in critical thinking and reasoning
- Demonstrate curiosity
- Exhibit adaptability
- Reflect and self-evaluate



Our Essential Question:
What should every student know, understand and be able to do to be globally competent citizens? What are the current and future learning needs of our students? What does it mean to be an educated person?

2020 Focus: Cultivating Compassion

STRATEGIC PLAN FOCUS

Increase Students'
Understanding
and Relevance of
the Graduate Profile

- Continuums
- Student Evidence of Mastery
- System of mastery

Increase Ability
to Synthesize
Information

- Cross curricular integration
- Common language
- Student feedback

SUPPORT

Professional Development

- Bloom's Taxonomy
- Walkthroughs
- Differentiated instruction

GROW

School Climate

- Explore sense of belonging
- Establish stronger community

EXPLORE

Masterful Communicator 2019-2020

EXCELLENCE IN EDUCATION

Our BIG THREE

REAL WORLD PROJECT

CENTER FOR EDUCATIONAL LEADERSHIP

MULTI-TIERED SYSTEMS OF SUPPORT



70% of students have a difficult time
connecting content to real world
application

Real World Project

Exposing students to the WHY of education through *Purposed Based Learning*



The Real World Project Plan

9th Grade	10th Grade	11th Grade	12th Grade
Understanding who I am and what is important to me	Learning how to articulate who I am and what I want in life	Exploring possibilities for my future	Gathering evidence to demonstrate how I have fulfilled the Graduate Profile
Active Learner	Masterful Communicator	Powerful Producer/Universal Citizen	
<p>In her/his English and/or Humanities class, each ninth grade student will engage weekly with the <i>Wayfinder Toolkit</i>, a year-long “purpose learning” curriculum. Each activity within assists a freshman in meeting the Graduate Profile attributes as well as discovering individual strengths in order to find meaning and purpose in life.</p>	<p>Working with our College and Career Counselor as well as the tenth grade English Team, each student will learn the importance of communication skills and how to speak in a variety of venues. Every sophomore will develop a “me” pitch to share in a networking event where s/he will interact with business professionals.</p>	<p>In the junior year, each student will take the skills developed in the previous two years and apply them in the real world. Every eleventh grader will be given time to complete an internship or community service project.</p>	<p>In the spring semester of the senior year, each student will compile evidence of how s/he has fulfilled the Graduate Profile, and present this documentation to a panel that includes the student’s Advocate, a parent/guardian (s), an administrator and a community mentor.</p>

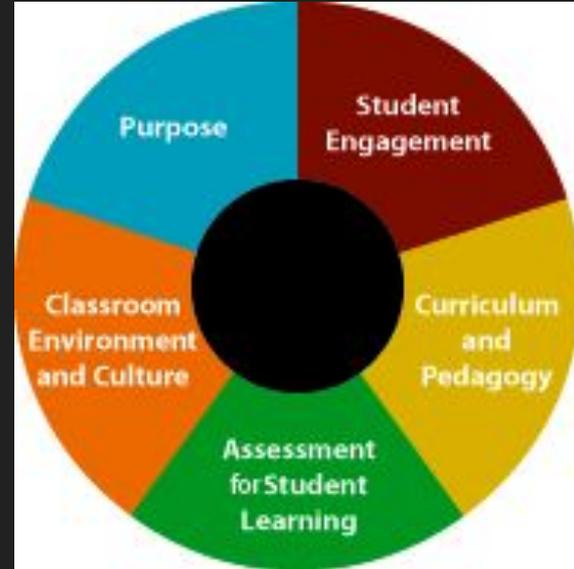


55% of staff feel they do not have access to meaningful professional development

Center for Educational Leadership & the 5 D's

SY 2020: Department Chairs completed 6 walkthrough together learning how to use the 5 Dimensions of Teaching and Learning Tool

SY 2021: Departments will complete walkthroughs together and look at pedagogical trends



**70% of staff are mentoring at
least 2 students with D's and/or
F's**

Reaching 200+ MCHS students

49% of students believe their teachers make an effort to understand the student's life outside of school



PHANTOM KISS

There is no worse hell
Than to remember
Vividly a Kiss that
never occurred

-Richard Brautigan
-Richard Brautigan
-Richard Brautigan
-Richard Brautigan

"Just a great day,
decide if it's
-Phantom Kiss"

"I hate when pe
Yun people fo

-Julie
-Julie
-Julie

-N.C. Williams
-N.C. Williams
-N.C. Williams

I have a
amount of go
If you don't
the class
-Ronald

Phantom
Kiss

Phantom
Kiss

Phantom
Kiss

Phantom
Kiss

Phantom
Kiss

Phantom
Kiss

47% of parents indicate they receive regular communication about their student's progress

MCHS MTSS Initiatives

Strategy #1: Reduce the number of D's and F's by 10%

Strategy #2: 70% of our staff have chosen two struggling students to mentor

Strategy #3: Increase communication home/SST, IEP, and 504 Participation

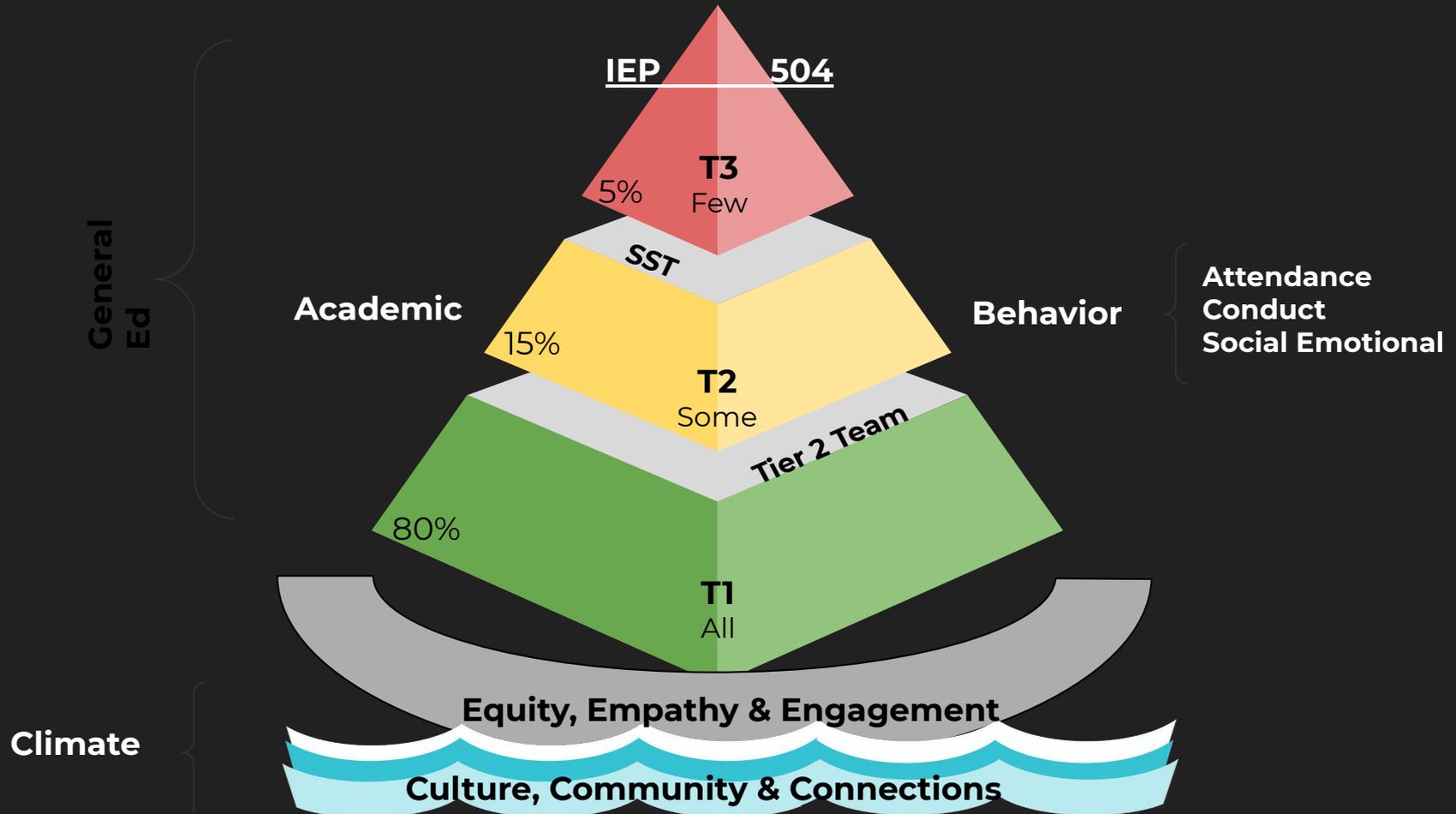


5 Minute Meeting Protocol

MTSS at Maria Carrillo High School

- 2017 piloted our ASPIRE Program
 - Served 20 9th/10th grade students
- 2018 full implementation of ASPIRE
 - Serving 40+ 9th/10th grade students annually
- 2019 added EL, ELA & Math Interventions and a COS Team
- 2020 first site wide Tier 2 Intervention

ASSESS SYNTHESIS PLAN IMPLEMENT REASSESS EXCEL



MTSS ROADMAP



