

PUBLIC SCHOOL CHOICE MOTION

FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on November 18, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION

Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):

Terri Ann Sullivan

Address:

22328 South Main Street

Phone Number:

310-847-6000

Website (if applicable)

<http://carsonhs-laUSD-ca.schoolloop.com/>

Email Address:

Tas7644@lausd.net

School site for which your team is submitting a Letter of Intent:

Carson High School

Grade configuration of your school:

9-12

School model for which you are applying:

- ☐ Traditional
 ☒ Pilot
☐ ESBMM
 ☐ Network Partner
☐ Affiliated Charter
 ☐ Independent Charter

Please respond:

- Are you planning to operate more than one school on the campus?
- If yes, how many schools are you proposing to operate?
- If yes, will they all operate under separate CDS codes?

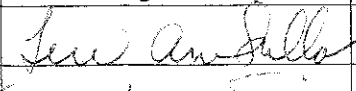
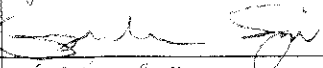
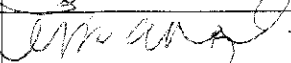
- No
-
-

School calendar-- please provide the following dates:

- First and last date of instruction?
- Winter recess dates
- Spring recess dates

- August 13, 2012-June 7, 2013
- December 20, 2012-January 7, 2013
- March 24-29, 2013

List the name and contact information of your design team members below:

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Terri Ann Sullivan		310-847-6000	tas7644@lausd.net	Carson/CHAMPS
2. Gordon Emi		310-847-6000	gme3851@lausd.net	Carson/CHAMPS
3. Lisa Engel		310-847-6000	lengel@lausd.net	Carson/CHAMPS

PUBLIC SCHOOL CHOICE MOTION

4. Yvonne Forbes	<i>Yvonne Forbes</i>	310-847-6000	yforbes@lausd.net	Carson/CHAMPS
5. Rebecca Frank	<i>Rebecca Frank</i>	310-847-6000	rfrank@lausd.net	Carson/CHAMPS
6. Saili Tuitasi	<i>Saili Tuitasi</i>	310-847-6000	stuit1@lausd.net	Carson/CHAMPS
7. Merri Weir	<i>Merri Weir</i>	310-847-6000	mbw4291@lausd.net	Carson/CHAMPS
8. Leah Levy	<i>Leah Levy</i>	310-338-2400 x 510	Leah.Levy@lausd.net	CTE Advisor, LAUSD
9. Dennis Batucal	<i>Dennis Batucal</i>	310-847-6000 x 2242	djb7255@lausd.net	Carson/CHAMPS
10. Daisy Lopez-Valdez	<i>Daisy Lopez-Valdez</i>	310-847-6000	Restricted access	CHAMPS student
11. Pamela Amigable	<i>P. Amigable</i>	310-847-6000	Restricted access	CHAMPS student
12. Mario Lopez	<i>Mario Lopez</i>	310-847-6000	Restricted access	CHAMPS student
13. Sabrina Zozobrado	<i>Sabrina Zozobrado</i>	310-847-6000	Restricted access	CHAMPS student
14. Ashley Pena	<i>Ashley Pena</i>	310-847-6000	Restricted access	CHAMPS student
15. Janelle Meza	<i>Janelle Meza</i>	310-847-6000	Restricted access	CHAMPS student
16. Yumi Pena	<i>Yumi Pena</i>	310-847-6000	Yumi.Pena@IHG.com	CHAMPS parent
17. Zorayda Romero	<i>Zorayda I. Romero</i>	310-847-6000	zorayda@yahoo.com	CHAMPS parent
18. Angel Zozobrado	<i>Angel Zozobrado</i>	310-847-6000	angzoz@aol.com	CHAMPS parent

(Please add lines and pages as necessary)

PSC 3.0 Commitments and Expectations Form

*Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by **6:00 pm on Thursday, March 31, 2011**. Documents must be submitted electronically to p3c@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.*

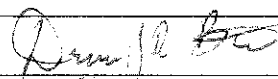
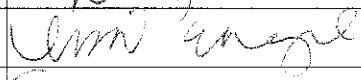


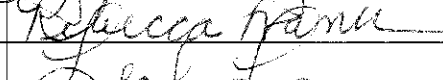
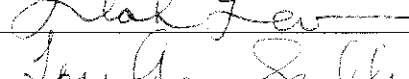
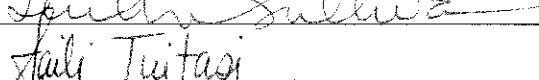
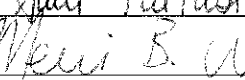

We agree to:

- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

PSC 3.0 Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	The Academy of Medical Arts at Carson High School
Name of Team Representative	Terri Ann Sullivan
Signature of Team Representative	

Design Team Member Name	Signature
Dennis Batucal	
Lisa Engel	
Gordon Emi	
Yvonne Forbes	
Rebecca Frank	
Leah Levy	
Terri Ann Sullivan	
Saili Tuitasi	
Merri Weir	

Curriculum Scope & Sequence Academy of Arts & Medicine

Grade	Unit	Connections
9	Perspectives of Justice: How Public Opinion Shapes the "Verdict"	The nature of "Evidence" in Science versus the Courtroom. The difference Between Creationism and Evolution Read "Inherit the Wind" in English Natural Selection in Biology
	The Cause and Effect of Humankind's Actions Upon Community and Habitat	The importance of Rachel Carson's research and writing Genetic mutations caused by exposure to man-made chemicals
10	Development: Introduction to the content. Guiding Question: How did Ancient Civilizations influence 20 th century thinking on medicine and government?	Character, structure, tone, theme and persuasion., Antigone, (mythology), Development of Democracy, Ancient Greeks, Romans, Christians and Jews, Ancient civilizations views on physiology and anatomy, Hippocrates and the beginning of modern medicine Points, lines, abstractions and proofs
	Foundations: Guiding Question: How did the scientific revolution cause people to change their thinking about government, medicine and anatomy?	Merchant of Venice, Persuasive Speech The Lottery, The Anatomist Start Dickens Unit: Tale of Two Cities and Hard Times Scientific Revolution, Enlightenment, Victorian Age, Da Vinci Vitruvian man, Gray's Anatomy, Skeletal system- bones, The Anatomist, Traditional Health Care Roles, Polynomials, logs, conic sections, Pascal's theories.
	Modernization Guiding Question: How did shift from rural to urban populations force the advancement of scientific and medical thinking? How did these changes impact 20 th century thinking?	Dickens Unit Continued, Exposition, Ghost Map, Industrial Revolution, Infectious Diseases, Nervous systems, Immune System Cholera and Malaria, Spread and herd theory, Vaccinations, Public Health, Drug Medical Careers, Math thermos, F.T.A Fundamental thermo of algorithms, Statistics
	Globalization: Guiding Question: How is Africa still paying the price of imperialism both socially and medically?	Darfur Now, Angels in the Dust, Imperialism, Continuation of Intelligent thought, Logic, Introduction of Computers, Health Career Fair, AIDS, clusters, Hot Topics
	Monsters & Myths: Are humans born evil or is it extreme circumstances that change good into evil?	Frankenstein, Fortitude, Rappaccini's Daughter, Hunchback of Notre Dame, Edward Scissorhands, Understanding the nature of war and it's human cost, Medical Field & War, Cancer as a monster
11	The Bare Bones: Giving Form to the American Experience	Native Americans, Founding of the Nation, 5 American Ideals, Western Expansion, Periodic Table, Alternative Medicine
	In Search of a More Perfect Union – What to do with the unfit – Mental Health in America.	One Flew Over the Cuckoo's Nest, Poetry, Music, Eugenics, Mental Healthcare in the US, Reformers (1840s), Progressive Era Chemical Reaction
	Feeding the American Dream: labor, immigration, and our Fast Food Nation	Read and analyze poetry: Chicago by Carl Sandburg; Lucinda Matlock by Edgar Lee Masters; Richard Cory and Miniver Cheevy by Edwin Arlington Robinson; "We Wear the Mask" and "Sympathy" by Paul Laurence Dunbar; "For the Union Dead" by Robert Lowell "Winter Dreams" by F. Scott Fitzgerald; America and I by Anzia Yezierska; "In the American Society" by Gish Jen Fast Food Nation by Eric Schlosser, Labor & Immigration (past & present), Chemical Reactions, Food Processing, In developmental Stage

Grade	Unit	Connections
	California Cures	Migration Western Movement Immigration Great Depression
	War & Medicine	Revolution to Current wars in Afghanistan & Iraq (other locations)
	Civil Rights Movement: From Slavery to Obama	Eyes on the Prize Black Like Me Poetry Music Slavery Reconstruction African-American contributions to health & medicine Eyes on the Prize Black Like Me
12	Your societal identity, your community and your genetic Identity. Guiding Questions: Does society define who you are? Is your genetic identity yours, can it be manipulated? What role should you play in society?	Project Citizen, Genetics, Genetically Modified Food , Manipulating DNA, The Optimists Daughter, Importance of Being Earnest, Pride & Prejudice, Heart of Darkness, King Lear
	Frankenfolio Guiding Questions: What is the value of life? What is more valuable, art or humanity?	Frankenstein, Stiff, Body of Work, Organ Donation, Government Policy Making, Healthcare Policy, Economics, Ethical Medical Practices, Access to healthcare.

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

<input type="checkbox"/> Traditional	<input checked="" type="checkbox"/> Pilot	<input type="checkbox"/> Network Partner	<input type="checkbox"/> ESBMM
<input type="checkbox"/> Independent Charter	<input type="checkbox"/> Affiliated Charter		
Name of School <u>Carson High School</u>		Name of Applicant Group/Applicant Team <u>Academy of Medical Arts</u>	
Lead Applicant <u>Terri Ann Sullivan</u>		Title of Lead Applicant <u>Lead Teacher</u>	
Mailing Address <u>22328 South Main Street</u>			
Phone Number <u>310-847-6000</u>		Fax Number <u>310-518-5817</u>	
Email Address <u>tas7644@lausd.net</u>		Website (if available) <u>http://carsonhs-lausd-ca.schoolloop.com</u>	

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements:

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a **FOR-PROFIT** ENTITY.
- ☐ The Applicant Organization/Applicant Team listed above is a **NOT-FOR-PROFIT** entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*
- ☒ The Applicant Organization/Applicant Team listed above is **ONLY** comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) **IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES**. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent (For External Organizations Only)

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform

parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement
(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance
(For Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Terri Ann Sullivan

Title of Lead Applicant Lead Teacher

Signature of Lead Applicant _____

Date 11/15/2011

Name of Board President* _____

Signature of Board President* _____

Date _____

*The additional name and signature of the Board President is only applicable to organizations with a Board.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Public School Choice Resolution 3.0
Applicant History Data Summary Sheet

1. NAME OF PSC SCHOOL: Academy of Medical Arts at Carson High School

2. Applicant Team Name	Size	3. Demographic				APL	4. Performance											
		Ethnicity	Other Groups	CSL Proficiency	Others													
Charter School/Network Partner	2009-10 Enrollment	% African-American	% Free-reduced price lunch (FRPL)	% Proficient ELA 2010	Reclassification Rate 2008-09						Reclassification Rate 2009-10							
School 1	% Latino	% English Learners (EL)	% Proficient Math 2010	Change from 2009						Dropout 4 Year Rate 2008								
School 2	% Asian	% Students w/Disabilities (SWD)	Change from 2009						4 year Retention Rates for Students Entering 9th Grade									
Local District & Carson High School	% White	% Proficient ELA 2010	SWD % Proficient ELA 2010						Graduation Rate Over 4 Years 2009									
School-wide Teams	% African-American	% Proficient Math 2010	SWD % Proficient Math 2010															
AMA at Carson High School	% Latino	% Proficient ELA 2010	EL % Proficient ELA 2010															
Internal Teacher Team (Optional)	% Asian	% Proficient Math 2010	EL % Proficient Math 2010															
	% White	% Free-reduced price lunch (FRPL)	FRPL % Proficient ELA 2010															
	% English Learners (EL)	% Students w/Disabilities (SWD)	FRPL % Proficient Math 2010															
	% Proficient ELA 2010	Change from 2009	Latino % Proficient ELA 2010															
	Change from 2009	% Proficient Math 2010	Latino % Proficient Math 2010															
	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	African-American % Proficient ELA 2010															
	EL % Proficient ELA 2010	EL % Proficient Math 2010	African-American % Proficient Math 2010															
	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008															
	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009																

INSTRUCTIONS

The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A-3 and to support the strengths of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past performance remains a critical component in the application evaluation process.

1. Name of PSC School: Enter the name of the school for which you are applying.
2. Applicant Team Name: Several examples are shown. Enter your team/organization name in bold.
 -Charter schools or Network Partners: List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.
 -Local Districts: Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.
 -School Teams: Applicant teams that involve the entire school should provide school-level data.
 -Teacher Teams: Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.
3. Demographic Data: In cases where data are not available, please note with an asterisk (*) in the box.
4. Performance Data: In cases where data are not available, please note with an asterisk (*) in the box.

A31

Dennis Batucal

djb7255@lausd.net

PROFESSIONAL GOAL

To provide a mathematics education at the high school level that is innovative and technologically current with an interdisciplinary approach.

EDUCATION

California State University at Dominguez Hills, Carson, CA
Professional Clear Single Subject Credential in Mathematics.
University of California at Los Angeles, Los Angeles, CA.

Bachelor of Arts in Psychology

STRENGTHS

Having the ability to relate interpersonally with students and colleagues of diverse backgrounds. Provide a differentiated learning environment that is safe and free of any form of prejudice for all students. The ability to assist others in problem solving and completing various tasks.

PROFESSIONAL EXPERIENCE

Carson Senior High School
February 1997-Current

- Honors courses in Math Analysis AB, Algebra 2AB, and Geometry AB
- Math Analysis AB, Algebra 2AB, Geometry 1AB
- Integrated Math I AB, Integrated Math II AB
- Math 9b, Math Investigations
- Member of the Humanitas SLC
- Co-Advisor of the Filipino Maharlika Club
- Head Advisor of the Filipino Maharlika Club
- Head Advisor of the Volunteer Chapter Youth Coalition

13 years
1 year
2008-Current

Alexander Hamilton Middle School
Fall 1996

- 8th grade Science, 7th grade Honors Science
- 7th grade Health, 7th grade LEP Health

Warren Lane School
Fall 1992-Spring 1996

- Math 7AB, Pre-Algebra AB
- Math Coach for the middle school competition team.

4 years

LOS ANGELES UNIFIED SCHOOL DISTRICT
Public School Choice Resolution 3.0
Applicant History Data Summary Sheet

1. NAME OF PSC SCHOOL: Academy of Medical Arts at Carson High School

		3 Demographic					4 Performance																								
2 Applicant Team Name	Size	Ethnicity		Other Groups			API		CST Proficiency										Others												
Charter School/Network Partner School 1 School 2	2009-10 Enrollment																														
	% African-American																														
	% Latino																														
	% Asian																														
	% White																														
	% Free-reduced price lunch (FRPL)																														
	% English Learners (EL)																														
	% Students w/Disabilities (SWD)																														
	2010 Growth																														
	Net API Gain over 5 Years																														
	% Proficient ELA 2010																														
	Change from 2009																														
	% Proficient Math 2010																														
	Change from 2009																														
	SWD % Proficient ELA 2010																														
	SWD % Proficient Math 2010																														
	EL % Proficient ELA 2010																														
	EL % Proficient Math 2010																														
	FRPL % Proficient ELA 2010																														
	FRPL % Proficient Math 2010																														
	Latino % Proficient ELA 2010																														
	Latino % Proficient Math 2010																														
	African-American % Proficient ELA 2010																														
	African-American % Proficient Math 2010																														
	Reclassification Rate 2008-09																														
	Reclassification Rate 2009-10																														
	Dropout 4 Year Rate 2006																														
	4 year Retention Rates for Students Entering 9th Grade																														
	Graduation Rate Over 4 Years 2009																														
Local District 8 Carson High School	#	18	48	25	3	51	9	9	30		34	6	8	4	5	2									26	3	8.04	5.73	27.7		81.7
School-wide Teams AWA at Carson High School																															
Internal Teacher Team (Optional)																															

INSTRUCTIONS

The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A-3 and to support the strengths of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past performance remains a critical component in the application evaluation process.

1. Name of PSC School: Enter the name of the school for which you are applying.

2. Applicant Team Name: Several examples are shown. Enter your team/organization name in bold.

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Local Districts: Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.

School Teams: Applicant teams that involve the entire school should provide school-level data.

Teacher Teams: Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet. Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.

3. Demographic Data: In cases where data are not available, please note with an asterisk (*) in the box.

4. Performance Data: In cases where data are not available, please note with an asterisk (*) in the box.

A31

Lisa Engel

lengel@lausdnet

Objective	To obtain a counseling position at the secondary level		
Experience	1997-present	Carson High School, LAUSD	Carson, CA
	Counselor		
	<ul style="list-style-type: none"> ▪ Humanitas/Carson Health and Medical Partnership Counselor ▪ Assisted students to obtain high school diploma, A-G eligibility and intervention when necessary 		
	February 1990 - 1997	Carson High School, LAUSD	Carson, CA
	Math Teacher		
	<ul style="list-style-type: none"> ▪ Taught high school math through math analysis ▪ Math department chairman 		
	September 1989 – February 1990 Wilmington Junior High, LAUSD		
	September 1982 – November 1988 Dana Junior High, LAUSD		
	Math Teacher		
	<ul style="list-style-type: none"> ▪ Taught Math 7AB, 8AB, Algebra AB and Geometry AB 		
	November 1988 – August 1989	Hughes Aerospace	El Segundo, CA
	Program Controls Analyst		
	<ul style="list-style-type: none"> ▪ Liaison between customer and corporation ▪ Prepared monthly cost analysis for clients 		
Education	1997 – 1999	CSU Long Beach	Long Beach, CA
	<ul style="list-style-type: none"> ▪ Pupil Personnel Services Credential 		
	1990 – 1992	CSU Dominguez Hills	Carson, CA
	<ul style="list-style-type: none"> ▪ Preliminary Administrative Credential, Tier I 		
	1984 – 1988	CSU Dominguez Hills	Carson, CA
	<ul style="list-style-type: none"> ▪ M.A., Education – Computer Based Education 		
	1982 – 1984	CSU Dominguez Hills	Carson, CA
	<ul style="list-style-type: none"> ▪ Clear Credential, Single Subject Mathematics 		
	1978 – 1982	University of Southern California	Los Angeles, CA
	<ul style="list-style-type: none"> ▪ B.A., Mathematics 		
References	Available on request.		

Gordon Emi

gordonemi@gmail.com

Appendix F4

PROFESSIONAL GOAL

To fulfill a teaching position as a high school science teacher, teaching primarily chemistry at a public high school that supports dynamic, innovative, interdisciplinary teaching.

EDUCATION

Chapman University, Orange, CA

Professional Clear Single Subject Credential, Biological Sciences with a supplemental credential in Chemistry

University of California at Los Angeles, Los Angeles, CA

Bachelor of Science in Psychobiology

STRENGTHS

Able to think critically, survey situations and develop solutions.

Have demonstrated ability to work successfully with a wide range of students and co-workers

Ability to differentiate teaching methods in order to reach students with a wide range of abilities in the same classroom

PROFESSIONAL EXPERIENCE

Carson Senior High School

September 1998-Current

- Honors, College Preparatory, and Sheltered Chemistry
- Physiology
- Integrated Science I
- Member of Carson Health and Medical Partnerships SLC
- Varsity Golf Coach
 - Won 3 League Titles
- Varsity Girls Tennis Coach
 - Won 2 City Championships and 13 League Titles

13 Seasons

13 Seasons

Yvonne A. Forbes

Work Experience

Sept 2004- Present Carson High School Carson, CA

Science Teacher: Single subject clear credential in Life Science (2013) and AB1961 authorization for SDAIE

Courses taught

- Biology A/B
- Biotechnology A/B
- Chemistry A/B
- Integrated Science 1 A/B

July 1999- August 2004 Monroe High School North Hills, CA

Courses taught

- Biology A/B
- Chemistry A/B
- Integrated Science 1 A/B
- Integrated Science 2 A/B

Sept 1993 – June 1999 Gardena High School Gardena, CA

Courses taught

- Biology A/B (bilingual classroom)
- Biology A/B (EO)
- Physical Science A/B
- Integrated Science 1 A/B
- Health

Education

Aug 1991-1993 California State University Dominguez Hills Carson, CA

Preliminary and clear single subject teacher credential

Jan 1982- Sept 1982 University of Oregon Health Sciences Portland, OR

Graduate scientific research Dr. Jorge Crosa Laboratory Group

Oct 1978 – May 1982 University of Glasgow Glasgow, UK

BSc (Hons) Genetics

Rebecca Frank
rfrank@LAUSD.net

EXPERIENCE: September, 1995 – 2008 English 10A/B
2000-2004 Journalism Teacher/Adviser Carson High School Trailblazer
2008-Present English 9A/B
2003-2006 – AP English Literature
Other classes taught include: Life Skills and Humanities

EDUCATION/TRAINING: BA Print Journalism, University of Southern California
Clear Teaching Credential earned through LAUSD District Intern Program
CLAD
UCLA Writing Project
UC Irvine Writing Project
UC Davis Writing Project
AVID
Facing History and Ourselves
AP English Literature Training
AP English Language Training
Humanitas 9th and 10th Grade Team Training
Project Based Learning
Linked Learning

CARSON HIGH SCHOOL COMMITTEES:
Student Success Committee
Teacher/Mentor Program
WASC Committee
English Curriculum Committee
Liaison to Middle School for Curriculum Alignment

Leah V. Levy

leah.levy@lausd.net

- Education:**
- Certificate of Eligibility for the Administrative Services Credential:**
California State University, Dominguez Hills
 - Professional Clear Level II Educational Specialist Instruction Credential:**
Los Angeles Unified School District - District Intern Program
 - Clear Cross-cultural, Language and Academic Development Certificate:**
Los Angeles Unified School District - District Intern Program
 - Bachelor of Arts**
University of California, Santa Barbara
- Work Experience:**
- Career Technical Education Advisor**-Los Angeles Unified School District
2003 – Present
Assist in improving, expanding, initiating and modernizing CTE pathways and monitoring the Perkins Grant requirements.
 - Career Advisor**-Carson High School-Los Angeles Unified School District
2003 – 2011
Generate and oversee the senior portfolio distributed to 700+ seniors; counsel and enroll approximately 500 students a year in outside schooling opportunities; organize special employment opportunities for students such as the poll worker program and BP Refinery Summer Program; host and arrange a career fair with 30+ participants including city colleges, employers and apprenticeship programs.
 - Work Experience Coordinator**-Carson High School-LAUSD
2004-Present
Issue and verify work permits for students living in the Carson High enrollment boundaries; provide for the supervision of students by preparing individual training plans, observing and consulting with students, and making a minimum of two on-site contacts per semester with each work station supervisor; instruct related classroom instruction.
 - Program Advisor, Special Education, District Intern Program**
2002 – 2003
Teacher Certification Unit, Los Angeles Unified School District
Advised Interns on meeting teacher certification standards and guidelines; monitored progress of program participants and maintained documentation; monitored and coordinated courses; facilitated professional development for instructors; worked collaboratively to develop and revise course curriculum; provided classroom support for beginning teachers; communicated with mentors/support providers, coaches, instructors, administrators and other district staff.
 - Resource Specialist Teacher:** Reading and Mathematics 6th grade
Special Day Class Teacher- LH: Mathematics, English, Science 6th, 7th, 8th grade
General Education Teacher 6th Grade Core: English, Social Studies
1996 – 2002
Markham Middle School
 - Gatekeeper / Special Education Program Manager**
1999-2002
Markham MS
Coordinated the process and completion of initial and three year IEP's; SESAC management; KTEA testing instruction for new teachers; school wide staff developments concerning special education; IEP inservices; Standards Based goal writing in service; coordinating parental involvement in the IEP process.

TERRI ANN SULLIVAN
Tas7644@lausd.net

EDUCATION AND INTERESTS:

CSU-Dominguez Hills, Master of Education, May 2004

CSU-Dominguez Hills, Teacher Education and CLAD certificate. Single Subject Teaching Credential, May 2002.

UCLA, classes in writing, Spanish, and Italian

Marist College, Poughkeepsie, NY, BA - Communication Arts, Cum Laude

Free Arts for Abused Children, Docent, 2009-present

Children's Nature Institute, Board of Directors President, 1994-95, 1997. Docent 1992-present.

VOICE, members since 1992, board of director 1994-98, present.

PROFESSIONAL EDUCATION EXPERIENCE:

Carson High School, Los Angeles Unified School District.

June 2002-present—classroom teacher

Honors English 9-12, Advanced Placement English Literature, Advanced Placement English Language, English as a Second Language. Drama, Theater Workshop and Play Production. WASC survey team. Carson Health and Medical Partnerships Academy Coordinator, Drama Club Sponsor, Health Occupation Students of America Advisor, Gay-Straight Alliance Advisor.

Los Angeles Unified School District

August 2005-June 2009—curriculum team writer Persuasion Unit Grades 9-10; Literary Analysis Unit Grades 9-10; Exposition Periodic Assessment Unit Grades 9-10

Los Angeles Education Partnership

February 2007-present

Facilitator/Trainer—providing interdisciplinary unit training, team building, and essay prompt development to Los Angeles Unified Humanitas teachers and middle school teachers

Boys and Girls Club

September 2008-present

Run after school program for students interested in performing arts, media, poetry, and the arts. Tutor English all levels

UCLA Undergraduate Admissions and Relations with Schools

2007-present

Holistic reader for admissions.

PROFESSIONAL ASSOCIATIONS:

Drama Teachers of Southern California, California Educational Theatre Association, Educational Theatre Association, National Educators of America, English Speaking Union, Los Angeles, Contemporary Art Start at Museum of Contemporary Art Los Angeles, Los Angeles County Museum of Art Evenings for Educators 2007, 2008, 2009, 2010, and Opera for Educators at the Los Angeles Opera.

Awards: LAEP teacher unit award winner 2010, 2009, 2008, 2007

Project Citizen/Just Between Us teacher award 2009, 2010

Drama Teachers of Southern California recognition 2009

English Speaking Union, Los Angeles teacher award 2009

SAILI ROSA TUITASI

Stuit1@lausd.net

WORK EXPERIENCE:

Sept. 1995 to Present Carson High School Carson, CA

Teacher

- ✓ Teaching Honors Biology, Physiology and Exploring Health Careers, AP Bio

May 1990 to Aug. 1999 American Samoa Power Authority American Samoa

Customer Service Manager

Responsible for the Public Relations Division of the company providing awareness programs to the general public. Hostess of a weekly television program providing valuable information that the public needed to know about the services.

Sept. 1989 to April 1990 LBJ Medical Center Fagaalu, Am. Samoa

Medical social Worker

- ✓ Worked at the Department of Public Health and provided social support to high-risk mothers and children.
- ✓ Taught Public Health nurses about chronic diseases awareness such as diabetes hypertension, etc. and sexually transmitted diseases such as AIDS, STDs

Aug. 1982 to June 1989 Carson High School Carson, CA

Science Teacher

- ✓ Taught Biology, Health and Physical Science to Grades 10-12 students
- ✓ Prepared laboratory experiments to supplement instruction

Aug. 1980 to Aug. 1981 LBJ Medical Center Fagaalu, Am. Samoa

Health Educator

- ✓ Supervisor of Health Education Division of the hospital
- ✓ Provided health lectures to patients and nurses about preventive medicine
- ✓ Prepared and translated health brochures to bring awareness to the public on how to stay healthy. In charge of Weight Control Program at the hospital

Sept. 1975 to June 1976 Samoana High School Utulei, American Samoa

Teacher

- ✓ Taught Biology; Prepared laboratory experiments to supplement instruction

EDUCATION:

September 1978 to June 1980 University of Hawaii Manoa, Hawaii

- Master's Degree in Public Health

September 1976 to June 1978 University of Hawaii Manoa, Hawaii

- Certificate from Imi Ho'ola Medical Program

September 1973 to June 1975 Goucher College Towson, Maryland

- B. A. in Life Science

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Merri B. Weir

Email : mbw4291@lausd.net

EDUCATION

California State University – Dominguez Hills Carson, California January 2001 – June 2002
Teacher Credential Program – Single Subject Credential – Social Sciences

University of Illinois at Chicago Chicago, Illinois August 1993 – December 1993
Non-degree Graduate Student (History Concentration)

DePaul University Chicago, Illinois March 1985 – June 1987
Bachelor of Arts degree in Political Science in June 1987
Deans List March, Political Science Honors Society, Humanities Honors Group

Texas Christian University Fort Worth, Texas August 1981 – December 1984
Studied Basic Curriculum and Political Science

WORK EXPERIENCE

August 2001 to Present **Carson High School** – Los Angeles Public School District
Educator: Clear Credential Social Sciences, Human Rights Club Sponsor, CLAD, Humanitas, Member of the Carson Health and Medical Partnership Academy, Internship Coordinator, Member of the California Council on Social Studies and the National Council on Social Studies, Teacher Leader USC Shoah Foundation, Facing History & Ourselves and Human Rights Watch Student Task Force, Participant with the PLAY! New Media Literaries Project through the USC Annenberg

January 2001 to April 2001 **Palos Verdes School District** **Pupil Services – Consultant**
Attended a seminar for SRA Direct Instruction and researched and evaluated available reading programs geared toward Secondary aged students. Provided a report with recommendations from findings.

January 1996 to October 1999 **The Springboard Project Ltd.** **Project Administrator** Pokfulam, Hong Kong
Oversaw the day to day operations of a not for profit organization, which was founded in April 1994 by a group of parents and educators in order to find a solution to the serious shortage of primary school places for English-speaking multi-national mentally handicapped children in Hong Kong. The main duties involved working with government agencies, liaising with the Executive Committee, the Korean International School and overseeing fund-raising. The first programs were a primary classroom in the Korean International School and an enrichment program "Springboard on Saturday". While at Springboard I helped create the current computer system, worked on the creation of a transition / secondary program (which was launched in January 2000), and created the Annual Tennis Tournament & Luncheon. In addition to these responsibilities, I help create Growing Together Ltd. that brought Springboard together with 3 other agencies to better serve families, to brainstorm on general issues and be a stronger lobbying coalition. Finally, and to further assist the families, I helped launch, the Special Needs Network, which reaches the 200+ Hong Kong families whose children attend English-speaking programs. This program's purpose is to empower the parents, giving them a greater voice, more support and access to information

Prior to 1996 available upon request

Academy of Medical Arts Professional Development Calendar—Appendix G

Month	Format	Professional Development Activity	Hours
July 23- August 3	10 Days	Teacher In-service <ul style="list-style-type: none"> School-wide Learning Plan Development <ul style="list-style-type: none"> Review Secondary Literacy Strategies (Math & Language Arts) Identify appropriate differentiation strategies Special Education Plan Grade Level Team Planning <ul style="list-style-type: none"> Finalize Interdisciplinary Units Work-based integration HOSA Competition integration Finalize 10th & 11th grade volunteer packets Humanitas Interdisciplinary Pedagogy Training (for select staff) Facing History & Ourselves Pedagogy Training (for select staff) 	60
August 6 – December 12	Weekly Meetings 55 Minutes	Late Start Fridays: <ul style="list-style-type: none"> Weekly <ul style="list-style-type: none"> Collaboration around school operations, student achievement data and ongoing projects Teacher teams evaluate curriculum, student work and share best practices Once a month <ul style="list-style-type: none"> Review Secondary Literacy (Language Arts & Math) strategies Analyze data and effectiveness of school discipline policies, revise as necessary 	27
January 3-4	2 Days	Teacher Post Semester Reflection <ul style="list-style-type: none"> Evaluate school's fulfillment of the Mission & Vision Update and establish new goals for ongoing improvement 	12
January 7 – June 3	Weekly Meetings 55 Minutes	Late Start Fridays: (Same as above) <ul style="list-style-type: none"> In addition <ul style="list-style-type: none"> Identify strategies for supporting students in successful testing 	27
June 1 – 12	2 Days	Teacher In-Service <ul style="list-style-type: none"> Evaluate AMA's fulfillment of the Mission & Vision Interdisciplinary PLC end of the year debrief <ul style="list-style-type: none"> Update & establish new goals for ongoing improvement Special Education Plan Work-based learning Analyze data and effectiveness of school discipline policies, revise as necessary 	12
Total Hours			138

Academy of Medical Arts at Carson High School
Assessment Development/Calendar
GRADE 9

Assessment					Frequency				Rationale
LAUSD Periodic					X				Test mastery of content area, state standards in English, Math, and Science in specific focus areas.
California Standards Test (CST)								X	Test mastery of content area, state requirements in all subject areas
California Alternate Performance Assessment (CAPA)								X	Test mastery of content area, state requirements in all subject areas for students with cognitive disabilities
California English Development Test (CELDT)								X	Assess students' English proficiency for language redesignation.
Preliminary Scholastic Achievement Test (PSAT)								X	Accelerated 9 th grade students can receive feedback on strengths and weaknesses in preparation for college study and advanced course work.
Interdisciplinary Essay					X				Students learn to address the essay prompt by formulating essays that have organized structure, an argument or working thesis, and developed paragraphs that contain proof from multiple subjects included. Essays will be expository, persuasive, and analytical in nature.
Summer Reading Project					X				Evaluate the comprehension of independent grade level reading material and to answer questions that link the reading material to the medical field.
Odyssey Board Game and presentation					X				Synthesizes concepts from mythology and biology in a board game created to test other students, contain fair rules, and peer grade and evaluate.
Anthem CD Project					X				Authentic assessment that captures comprehension of chapter themes and biological concepts in novel and to defend choices.
Project Citizen							X		Authentic assessment that evaluates content mastery and is targeted to linguistic, interpersonal, and kinesthetic learners. The project allows students to put academic learning into practice in real-world situations as they are presented in the local community.

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Appendix H

Oral Presentation					X				Evaluate confidence in speaking skills, content mastery and growing vocabulary
Experiments or Lab work						X			Authentic assessment that evaluates a student's understanding of scientific method and content mastery in Biology or Health. Also involves the use of mathematics and English to synthesize learning and think as scientists.
End of Unit or Interdisciplinary Exams					X				Evaluate end of units and relate to thematic ideas under discussion.
Experiment and Lab Report			X		X				Authentic assessments that evaluate understanding of scientific method and content mastery. Use of mathematics and synthesizing skills to think as scientists, problem solvers, and entrepreneurs.
Reflections	X								Make personal connections to content and learn to self-monitor learning
Performance-based assessment									Authentic assessments that puts students in the role of writer, editor, actor, artist, creator of games, blogs, graphics and so on.

GRADE 10

Assessment	Frequency					Rationale			
LAUSD Periodic Assessment					X				Test mastery of content area, state standards in English, Math, and Science in specific focus areas.
California Standards Test (CST)							X		Test mastery of content area, state requirements in all subject areas
California Alternate Performance Assessment (CAPA)							X		Test mastery of content area, state requirements in all subject areas for students with cognitive disabilities
California English Development Test (CELDT)							X		Assess students' English proficiency for language redesignation.
Preliminary Scholastic Achievement Test (PSAT)							X		Accelerated 9 th grade students can receive feedback on strengths and weaknesses in preparation for college study and advanced course work.
Interdisciplinary Essay						X			Students learn to address the essay prompt by formulating

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									essays that have organized structure, an argument or working thesis, and developed paragraphs that contain proof from multiple subjects included. Essays will be expository, persuasive, and analytical in nature.
Summer Reading Project							X		Evaluate the comprehension of independent grade level reading material and to answer questions that link the reading material to the medical field, student lives, and an understanding of health careers.
Olympics Field Day							X		Evaluates students' ability to work collaboratively, think critically, answer questions on subject material from 4 classes, and create unique products from the information presented.
Salon Shows							X		Authentic assessment that evaluates content mastery and is targeted to linguistic, interpersonal, kinesthetic, and musical learners. These creative shows allow students to put academic learning into coordinated theatrical productions that both question broad thematic ideas and show student responses to thematic units.
Project Citizen								X	Authentic assessment that evaluates content mastery and is targeted to linguistic, interpersonal, and kinesthetic learners. The project allows students to put academic learning into practice in real-world situations as they are presented in the local community.
Oral Presentation					X				Evaluate confidence in speaking skills, content mastery and growing vocabulary
Experiments or Lab work							X		Authentic assessment that evaluates a student's understanding of scientific method and content mastery in Biology or Health. Also involves the use of mathematics and English to synthesize learning and think as scientists.
End of Unit or Interdisciplinary Exams					X				Evaluate content mastery of the five health career pathways and present original and creative displays that explain a specific health career in detail. Students present to judges and are score according to a National rubric.
Debates								X	Show mastery of content work, oral communication, organization, build community and team work skills, provide feedback to peers
Researched Persuasive								X	Students write a paper and develop a speech in which they