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Speech								take a stand either in favor of or opposed to a health related issue. Use of health career information, mathematical analysis, and formal English Language conventions are evaluated.
Health Career Display						X		Health Career display units that combine broad understanding
Subject Tests				X				To check the level of student understanding and provide remediation or re-teach as needed
Vocabulary Tests		X						To check student improvement and vocabulary development and re-teach/practice as needed
Experiment and Lab Report		X	X					Evaluate content understanding as well as student self-monitoring of lab procedures and adherence to the scientific method
Reflections	X							Self-assessment, self-monitoring, and building connections between ideas
Quizzes		X						To check for understanding and to hold students accountable for study habits
Class participation	X							Daily monitoring of lesson success and student progress
Self-assessment			X					Develop student accountability for learning, goal setting, and buy-in
Peer editing/peer feedback		X						Build community, students as mentors or teachers, provide feedback on work; build community of helpful scholars
Socratic seminars		X						Students learn how to engage in discourse and develop analytical thinking skills and oral communication skills.
Journal Writing	X							Demonstrate growing writing proficiency and content mastery. Students make connections between themselves, the reading, the world, and the big ideas.
Exit Slips		X						Students reflect on their performance, the teacher performance, and the ideas presented in a day. Students may question the lesson or state a concern about the progress they are making.

GRADE 11									
Assessment	Frequency							Rationale	
LAUSD Periodic						X		Test mastery of content area, state standards in Math and	

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.
Mini Debates and Socratic seminars					X		Show mastery of content work, oral communication, organization, build community and team work skills, provide feedback to peers
Medical Photography						X	Health Career event that allows student to analyze health careers through the use of a lens and to use technology to edit and present photographs about the selected subject photographed. Assessment includes written descriptions, oral presentations, and reflection.
Extemporaneous Writing						X	Health Career event that assesses a student's ability to express a knowledge of a given health science topic through a timed writing exercise that is graded via a rubric on organization, content, and medical terminology.
Dinner Party						X	Assess students understanding of the complexities, nuances, and thematic links of major works of literature and other subject areas by creating character "place settings" that symbolically represent big picture ideas under discussion and to present the place through written work and oral report.
Subject Tests				X			To check the level of student understanding and provide remediation or re-teach as needed
Vocabulary Tests			X				To check student improvement and vocabulary development and re-teach/practice as needed
Experiment and Lab Report			X	X			Evaluate content understanding as well as student self-monitoring of lab procedures and adherence to the scientific method
Reflections	X						Self-assessment, self-monitoring, and building connections between ideas

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Quizzes		X					To check for understanding and to hold students accountable for study habits
Class participation	X						Daily monitoring of lesson success and student progress
Self-assessment			X				Develop student accountability for learning, goal setting, and buy-in
Peer editing/peer feedback		X					Build community, students as mentors or teachers, provide feedback on work, build community of helpful scholars
Journal Writing	X						Demonstrate growing writing proficiency and content mastery. Students make connections between themselves, the reading, the world, and big ideas.
Exit Slips		X					Students reflect on their performance, the teacher performance, and the ideas presented in a day.

GRADE 12

Assessment	Frequency						Rationale
SAT						X	Students are prepped for this standardized test that is used for college admission
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.
ACT							Students are prepped for this standardized test that is used for college admission
Summer Reading Project				X			Evaluate the comprehension of independent grade level reading material in preparation for advanced placement and college level rigorous coursework.
Project Citizen					X		Authentic assessment that evaluates content mastery 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. Students work with the local community government to identify relevant problems related to health science and medicine and to attempt to find alternative policies or advocate for systematic changes.

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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 AP Biology or Biotechnology. 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
Prepared Speaking						X		Students demonstrate speaking skills and an ability to organize and present information about a topic related to a specific health care theme.
Public Service Announcement					X			Assesses the students' ability to analyze the general public's understanding of a healthcare issue and to produce a public service announcement that informs the community about an important health care issue.
Community Awareness Projects						X		Assess students ability to work collaboratively to develop a project to promote community awareness on a health-related issues of local, state, or national interest. They will show how they assessed the community to become more aware of the pros and cons of the issue selected. They are assessed on their ability to promote public relations for the issue and to make a worthwhile contribution.
Health Education Projects					X			Those who can, teach. Students work as a team to plan and teach health-related concepts. Students show mastery of a health-related concept or instructional object, prepare lessons appropriate to the selected audience, teach lessons, and evaluate the results. Knowledge is evident in student presentation tools, such as student made videos or power point presentations.
HOSA National Recognition Portfolio						X		Portfolio is evidence of completion of pathway program; students show skills, abilities, and aptitudes necessary to pursue a career in health care and enter college ready for the rigor and responsibilities.

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## The Academy of Medical Arts at Carson High School

## School Year 2012-2013

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July				H																											
August										PF			SB	AC	AC	AC	AC			B	B	B	B	PD			B	B	B	B	B
September			AC	AC	H	PF	PF			B	B	B	B	PD			B	B	B	B	PD			B	B	B	B	PD			NA
October	B	B	B	B	PD			B	B	B	B	PD			B	B	B	B	PD			B	B	B	B	PD			B	B	B
November	B	PD				B	B	B	PD			H	L	L	L	PD			AC	AC	PD	H	H			B	B	B	B	PD	NA
December			B	B	B	B	PD			B	B	B	B	PD			F	F	F	H	H			H	H	H	H				H
January	H	H	H	H			AC	AC	AC	AC	AC			B	B	H	H	H			H	B	B	PD				B	B	B	B
February	PD			B	B	B	B	B			B	B	B	B	B			H	H	B	B	PD			B	B	B	B	NA	NA	NA
March	PD			B	B	B	B	PD			B	B	B	B	PD			B	B	B	B	PD			H	H	H	H			
April	B	B	B	B	PD			B	B	B	B	PD			B	B	B	B	PD			B	L	L	L	L	PD		B	B	NA
May	B	B	PD			B	B	B	PD				B	B	B	PD				B	B	B	B	B			H	H	B	B	PD
June			AC	F	F	F	SE			PF	PF																				NA

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First Day of School: 8/13/12  
 Last Day of School: 6/7/13  
 Number of Instructional Days: 180  
 Number of Holidays: 30  
 Number of PD Days: 36

B=BLOCK SCHEDULE  
 AC=ALL CLASSES  
 PD=PD SCHEDULE  
 F=FINALS SCHEDULE  
 PF=PUPIL FREE

SB=BEGIN  
 SE=END  
 L=LAB ACTIVITY

Appendix L  
1 of 2

### Elementary School Bell Schedule

Activity	Time	Minutes
1	8:00-8:50 1	50
Passing	8:50-8:56 P	6
2/3	8:56-10:41 2/3	105
Nutrition	10:41-10:56 N	15
Passing	10:56-11:02 P	6
4/5	11:02-1:12:47 4/5	105
Lunch	12:47-1:22 L	35
Passing	1:22-1:28 P	6
6/7	1:28-3:13 6/7	105

Activity	Time	Minutes
	7:30-8:45	75
1	9:00-9:50	50
Passing	9:50-9:56	6
2	9:56-10:36	40
Nutrition	10:36-10:51	15
Passing	10:51-10:57	6
3	10:57-11:37	40
Passing	11:37-11:43	6
4	11:43-12:23	40
Passing	12:23-12:29	6
5	12:29-1:09	40
Lunch	1:09-1:44	35
Passing	1:44-1:50	6
6	1:50-2:30	40
Passing	2:30-2:36	6
7	2:36-3:16	40

Appendix L  
2022

1	8:00-8:40	40
Passing	8:40-8:46	6
2	8:46-9:26	40
Nutrition	9:26-9:41	15
Passing	9:41-9:47	6
3	9:47-10:27	40
Passing	10:27-10:33	6
4	10:33-11:13	40
Passing	11:13-11:19	6
5	11:19-11:59	40
Lunch	11:59-12:34	35
Passing	12:34-12:40	6
6	12:40-1:20	40
Passing	1:20-1:26	6
7	1:26-2:06	40

1	8:00-8:40	40
P	8:40-8:46	6
2/3/4	8:46-10:26	100
N	10:26-10:41	15
P	10:41-10:47	6
5/6/7	10:47-12:27	100

## **CARSON HIGH SCHOOL GOOD FAITH SHARED USE AGREEMENT FEBRUARY 7, 2012**

Carson High School will be shared by three separate schools: The Academy of Education and Empowerment at Carson High School, The Academy of Medical Arts at Carson High School, and the Carson High School AMP It Up Academies.

All three design teams, the Carson High School Instructional Leadership Team, and our UTLA chapter chair have held several meetings to discuss equitable distribution of students and equitable and harmonious use of the campus if and when the PSC 3 plans are approved. This information has been presented and discussed with the entire faculty as well on several occasions. Representatives from all three plans agree that we need to work in good faith to make decisions that will best ensure student achievement as well as enable us all to implement our plans as outlined.

We anticipate an implementation process through which we can agree to compromise or form consensus on transitioning to a shared use campus, including but not limited to:

- \* Contiguous space for each school or SLCs within the ESBMM school
- \* Calendars and schedules
- \* Inter School Council
- \* Distribution and recruitment of all students (including differentiated and special populations)
- \* Athletics and extracurricular activities
- \* Autonomous Budgets and Jointly Funding Positions that are essential to the smooth running of a campus, i.e. custodial, librarian, psychologist, and college center
- \* Use of all shared space and rooms on campus (the MPR, the OAR, the library, computer labs, outdoor space, cafeteria, etc.)

We understand that there are traditional routines at Carson High School and components of each plan that may be difficult to change. We agree to remain open minded and negotiate in the spirit of building alternatives for students in order to improve educational opportunities and outcomes for all students, regardless of their school choice. We will be open to an LAUSD, LASDI or UTLA mediator helping to forge a shared use agreement at Carson High School.



## Waiver Identification Form

School Site: Carson Senior High

Proposed School/Design Team Name: Academy of Medical Art at Carson High School

### Proposed Governance Model (mark all that apply):

- ☐ Traditional
 ☐ Local Initiative School
 ☐ Expanded School Based Management  
☒ Pilot
 ☐ Network Partner

### Waiver Request:

- |   |   |
|---|---|
| <input type="checkbox"/> Methods of improving pedagogy      | <input type="checkbox"/> Curriculum   |
| <input type="checkbox"/> Assessments                        | <input checked="" type="checkbox"/> Scheduling  |
| <input type="checkbox"/> Internal organization (e.g., SLCs) | <input type="checkbox"/> Professional development   |
| <input type="checkbox"/> Budgeting control                  | <input type="checkbox"/> Mutual consent requirement for employees                             |
| <input checked="" type="checkbox"/> Teacher assignments*    | <input type="checkbox"/> Staff appointments (e.g., department chairs)*                        |
| <input type="checkbox"/> Discipline & codes of conduct      | <input checked="" type="checkbox"/> Other**: Commitment to the Plan (Elect to Work Agreement) |
| <input type="checkbox"/> Health and safety                  |   |

\*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

\*\*Both new and focus school applicants selecting "Other" above must provide a rationale for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

### Approval Signature:

Principal/Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

UTLA Chapter Chair/Rep: \_\_\_\_\_ Date: \_\_\_\_\_

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
Office of Staff Relations

**LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

**Date:** November 18, 2011

**School/Office:** Academy of Medical Arts – Carson High School **Local District/Division:** 8

<p><b>CBA Section:</b> (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)</p> <p>Article IX Hours, Duties &amp; Work Year</p>
<p><b>Waiver Description :</b> (Describe the actions that require a waiver)</p> <p>Appendices K and L represent our school calendar and class schedule. Our weekly schedule is an AB Block with 7 periods a day. We will also be following the Balanced School Calendar</p>
<p><b>Rationale:</b> (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement).</p> <p>The AB Block, 7-period class day will ensure that the innovative curriculum and instruction we are providing our students, which is based on authentic intellectual work, hands-on real world opportunities, challenging interdisciplinary projects, and experiences in the health science and medical technology workplace will allow the Academy of Medical Arts at Carson High School to effectively implement the pilot school plan and provide the support our students need to achieve in high school and graduate on time career ready and college prepared. The Balanced School Calendar means 90 days in the Fall Semester and then 90 days in the Spring Semester, this works well with instruction but also our work-based learning plans and allows additional time for our students to complete internships throughout the year. Since one of the components of our plan is to increase our math CST scores, an early August start means that students will receive a full year of instruction before the tests are taken in mid-May.</p>

Requesting Administrator's Approval:

\_\_\_\_\_  
Principal/Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Local District Superintendent/Division Head/Designee

\_\_\_\_\_  
Date

Send or FAX the completed/signed form to:

Office of Staff Relations  
333 S. Beaudry Avenue, 14<sup>th</sup> Floor  
Los Angeles, CA 90017  
PHONE: 213-241-6056  
FAX: 213-241-8405

ASW

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Office of Staff Relations**

**LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

**Date:** 11/18/11 **School/Office:** Carson High School **Local District/Division:** 8

**CBA Section:** (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

**Section IX A**

**Waiver Description :** (Describe the actions that require a waiver)

Giving Priority to the teachers and members on the Design Team for employment purposes and allowing for autonomy in the selection of school staff and leadership.

**Rationale:** (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement).

The rationale for requesting waivers of the UTLA Contract is that Academy of Medical Arts (AMA) pilot school at Carson High School should have every opportunity for success and the ability carry out the mission, vision, and core values and set forth by the design team and reviewed by students, parents, and community members. AMA will be responsible for its own personnel matters including the recruiting, training, and the hiring of all staff. The design team has been an integral part in the development of the school and as such should continue to work as a unit to ensure that the mission, vision and the educational philosophy of the new school are fulfilled. The design team's immediate input into the selection of a principal and other staff to begin the new school is critical to the pilot school's success. Placing the design team members on the staff will contribute to student success and the success of the school. Additionally, many of the design team members were part of the formation of the Carson Health and Medical Partnerships program and believe in the program, in further innovation for the academy and the need to have the time and flexibility to staff the school with those who are interested in the pathway, in collaboration, and in the benefits of both engaging interdisciplinary instruction and work-based learning opportunities.

Requesting Administrator's Approval:

\_\_\_\_\_  
Principal/Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Local District Superintendent/Division Head/Designee

\_\_\_\_\_  
Date

Send or FAX the completed/signed form to:

Office of Staff Relations  
333 S. Beaudry Avenue, 14th Floor  
Los Angeles, CA 90017  
PHONE: 213-241-6056  
FAX: 213-241-8405

9	English	<u>Elements of Literature</u> <u>Heroes, Gods and Monsters of the Greek Myth</u> <u>Anthem</u> <u>The Pearl</u> <u>Silent Spring</u> <u>The Spirit Catches You and You Fall Down</u> <u>House on Mango Street</u> <u>To Kill a Mockingbird</u> <u>Inherit the Wind</u> <u>Romeo and Juliet</u>	<u>Perspectives in Multicultural Literature</u> <u>Project Citizen Workbook</u>
	Advisory	<u>The House on Mango Street</u>	<u>7 Habits of Highly Effective Teens</u> <u>Facing History &amp; Ourselves:</u> <u>* Race &amp; Membership</u>
	Biology	<u>California Biology</u>	
	Health	<u>State-approved text</u>	
	Algebra 1	<u>California Algebra 1: Concepts, Skills &amp; Problems</u>	
	Geometry	<u>California Geometry</u>	<u>Sacred Circles</u> <u>Medical Math</u>
10	English	<u>The Language of Literature</u> <u>Antigone</u> <u>The Merchant of Venice or Julius Caesar</u> <u>The Curious Incident of the Dog in the Night Time</u> <u>A Long Way Gone or Girl Soldier</u> <u>The Ghost Map</u> <u>All Quiet on the Western Front</u> <u>Animal Farm</u> <u>Night</u> <u>The Spirit Catches You and You Fall Down</u>	<u>Perspectives in Multicultural Literature</u> <u>Project Citizen Workbook</u> <u>Global Classrooms: Model United Nations Workbook</u> <u>Facing History &amp; Ourselves:</u> <ul style="list-style-type: none"><li><u>Holocaust and Human Behavior</u></li></ul>
	Geometry	<u>California Geometry</u>	
	Algebra 2	<u>Algebra 2 with Trigonometry</u>	
	World History	<u>Modern World History California Edition</u>	<u>Facing History &amp; Ourselves:</u> <ul style="list-style-type: none"><li><u>Holocaust and Human Behavior</u></li><li><u>Armenian Genocide</u></li></ul>
	Physiology	<u>Essentials of Anatomy &amp; Physiology</u>	
	Health Careers ½	<u>Health Care Science Technology</u>	HOSA curriculum ConnectEd curriculum
	Advisory	<u>The House on Mango Street</u>	
11	English	<u>The Language of Literature</u>	HOSA curriculum

Appendix C  
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		<u>First, Do No Harm</u> <u>The Crucible</u> <u>The Last of the Mohicans</u> <u>One Flew Over the Cuckoo's Nest</u> <u>Fast Food Nation</u> <u>Fit to be Citizens?</u> <u>The Immortal Life of Henrietta Lacks</u> <u>The Spirit Catches You and You Fall Down</u>	<u>The Norton Sampler: Essays For Composition</u>
	<b>Algebra 2</b>	<u>Algebra 2 with Trigonometry</u>	
	<b>Math Analysis</b>	<u>Pre-Calculus Enhanced with Graphing Utilities</u>	
	<b>US History</b>	<u>The Americans</u> <u>American Pageant (AP)</u>	<u>Social Transformation of Medicine</u> <u>The People's History</u> <u>Facing History &amp; Ourselves :</u> • <u>Race &amp; Membership</u>
	<b>Chemistry</b>	State Approved Text	
	<b>Medical Terminology (college)</b>	<u>Essential Medical Terminology, Third Edition</u> <u>The Language of Medicine / Edition 9</u>	
	<b>Psychology (college)</b>	College Professor Selected Text	
12	<b>English</b>	<u>Perrine's Literature</u> <u>12<sup>th</sup> Grade Reading and Writing Class</u> <u>King Lear</u> <u>Frankenstein</u> <u>The Importance of Being Earnest</u> <u>A Raisin in the Sun</u> <u>Heart of Darkness</u> <u>The Scarlet Letter</u> <u>Hamlet</u> <u>The Tempest</u> <u>The Stranger</u> <u>The Kite Runner</u> <u>Rosencrantz and Guildenstern Are Dead</u> <u>Mythology</u> <u>The Bluest Eye</u>	
	<b>Economics</b>	State Approved Textbook	<u>Health Care Economics</u> <u>The Economics of Health Care</u>
	<b>Government</b>	<u>MaGruder's American Government</u> <u>Wilson American Government (AP)</u>	<u>Project Citizen</u> <u>Woll American Reader</u>
	<b>Math</b>	State Approved for Calculus, Statistics, or Math Analysis	
<b>CTE</b>	<b>BioTech</b>	<u>My Stroke of Insight: A Brain Scientist's Personal Journey</u> <u>Stiff: The Curious Lives of Human Cadavers</u>	

CTE	BioTech	<u>My Stroke of Insight: A Brain Scientist's Personal Journey</u> <u>Stiff: The Curious Lives of Human Cadavers</u> <u>Biomedical Ethics / Edition 7</u> <u>Biomedical Engineering: Bridging Medicine and Technology</u>	
	CAN	Teacher Selected Books	
	Sports Therapy	Teacher Selected Books	
	Senior Seminar	<u>No Good Deed: A Story of Medicine, Murder Accusations, and the Debate over How We Die</u> <u>The Emperor of All Maladies: A Biography of Cancer</u> <u>Shadows Walking: A Novel</u> <u>The Immortal Life of Henrietta Lacks</u> <u>The Anatomist: The True History of Gray's</u>	

## Public School Choice 3.0 Performance Plan

PSC School Site: Carson High School

Design Team Name: The Academy of Medical Arts at CHS

	Indicators	Baseline (09-10)	Baseline (10-11)					
<b>CST ELA</b>								
<b>1</b>	% of all students scoring FBB/BB <i>English Learners</i> <i>Special Education</i> <i>African American</i> <i>Latino</i> <i>White</i> <i>Asian</i> <i>Economically Disadvantaged</i>	34.3 84.3 81.8 43.4 37.3 31.7 18.6 34.5	28.7 70.1 71.7 40.1 31.8 26.6 15.3 30.1	27	Tutoring, Intervention Courses, Rigorous Inter- Disciplinary courses	CST scores, Periodic Assessment, Quarterly Core k12 assessment	25	23
<b>2</b>	% of all students scoring Prof or Adv <i>English Learners</i> <i>Special Education</i> <i>African American</i> <i>Latino</i> <i>White</i> <i>Asian</i> <i>Economically Disadv.</i>	33.9 0.4 5.2 26.3 29.8 30.5 52.3 31.9	37.8 3.0 9.5 26.4 32.7 42.6 50.0 35.2	40	Tutoring, Intervention Courses, Rigorous Inter- Disciplinary courses	CST scores, Periodic Assessment, Quarterly Core k12	50	54
<b>CST MATH</b>								
<b>3</b>	% of all students scoring FBB/BB <i>English Learners</i> <i>Special Education</i> <i>African American</i> <i>Latino</i> <i>White</i> <i>Asian</i> <i>Economically Disadv.</i>	73.1 90.3 93.0 80.8 76.8 85.5 59.1 74.3	69.3 94.5 90.2 79.6 73.9 71.2 51.3 70.5	68	Tutoring, Intervention Courses, Rigorous Inter- Disciplinary courses	CST scores, Periodic Assessment, Quarterly Core k12 assessment	65	63
<b>4</b>	% of all students scoring Prof or Adv <i>English Learners</i> <i>Special Education</i> <i>African American</i> <i>Latino</i> <i>White</i> <i>Asian</i> <i>Economically Disadv.</i>	7.9 0.5 1.6 3.1 5.8 1.8 20.0 7.2	9.6 0.6 2.3 4.1 7.3 3.9 17.6 8.8	12	Tutoring, Intervention Courses, Rigorous Inter- Disciplinary courses	CST scores, Periodic Assessment, Quarterly Core k12 assessment	18	25
<b>ENGLISH LEARNERS (EL)</b>								
<b>7</b>	Reclassification Rate	5.7	6.9	7	Intervention	MyData	8	10
<b>8</b>	% EL Students Scoring Proficient on CELDT	24	21	22	Tutoring, intervention	CST scores	24	27

**Public School Choice 3.0  
Performance Plan**

	Indicators	Baseline (09-10)	Baseline (10-11)					
	School Involvement"				website	Participation.		
18	HOSA State Leadership Conference Participation	35	58	60	Student involvement, fundraising	HOSA SLC registration	65	70
19	Number of students completing required hospital volunteer hours	40	40	50	Parent & Student involvement	Actual hours volunteered	60	70
20	Number of Internships JR/SR	25	55	60	Partnerships, CTE networking	Actual number of students involved	65	70

Academy of Medical Arts  
Design Team Name

November 17, 2011  
Date

Lew Ann Sullivan  
Applicant Team Representative Signature

Michael R  
Local District Superintendent Signature





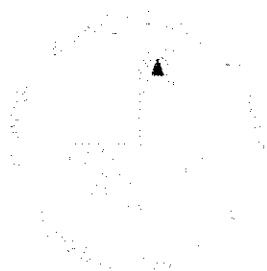
# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

## Attachment D

Los Angeles Unified School District

2014 and 2015 Graduation Requirements and Minimum College Admission "A-G" Requirements

SUBJECT	HIGH SCHOOL GRADUATION Grades 9 – 12 <i>Students must be enrolled in "A-G" course requirements</i>  230 credits needed to graduate	UNIVERSITY OF CALIFORNIA "A-G" Requirements  Grades of C or better	CALIFORNIA STATE UNIVERSITY "A-G" Requirements  Grades of C or better	PRIVATE COLLEGES  Grades of C or better	COMMUNITY COLLEGES  Grades of C or better
Social Studies "A" Requirement	<b>30 credits</b> World History and Geography; Modern World US History Principles of American Democracy Economics (G)	<b>2 years:</b> World History, US History, or Principles of American Democracy  AP courses are recommended	<b>2 years:</b> World History, US History, or Principles of American Democracy  AP courses are recommended	<b>2-3 years:</b> World History, US History, Principles of American Democracy, and College preparatory electives recommended  AP courses are recommended	<b>No subject requirements</b>  Must be 18 years of age, a high school graduate or Possess a high school proficiency test certificate
English "A" Requirement	<b>40 credits</b> English 9, English 10 American Literature & Contemporary Composition 12 <sup>th</sup> grade Composition & an English Literature elective	<b>4 years:</b> English  AP/additional courses are recommended	<b>4 years:</b> English  AP/additional courses are recommended	<b>4 years:</b> English  AP/additional courses are recommended	
Mathematics "C" Requirement	<b>20 credits</b> College Preparatory Math: Algebra 1, Geometry, Algebra 2 or higher levels (Must enroll in math 9-11) Adv. App. Math (12 <sup>th</sup> grade) If Geometry is not met  Additional courses are recommended	<b>3 years:</b> Algebra 1, Geometry, Algebra 2  AP/additional courses are recommended	<b>3 years:</b> Algebra 1, Geometry, Algebra 2  AP/additional courses are recommended	<b>3-4 years:</b> College preparatory Math each year  AP/additional courses are recommended	<b>Please note:</b>  <i>Students are most successful when they continue to take the college preparatory courses suggested for each semester.</i>  <i>Students are also encouraged to enroll in honors, Advanced Placement and other rigorous courses</i>
Lab Science "D" Requirement	<b>20 credits total</b> 10 credits Biological Science (Biology) 10 credits Physics Science (Chemistry or Physics, ICS1)	<b>2 years:</b> Lab Science – including at least 2 of the three foundational subjects of Biology, Chemistry, and Physics  3-4 courses are recommended	<b>2 years:</b> Lab Science  3-4 courses are recommended	<b>3-4 years:</b> Lab Science	
World Languages "A" Requirement  (Language Other Than English)		<b>2 years:</b> Same World Language  AP and 3-4 courses are recommended	<b>2 years:</b> Same World Language  AP and 3-4 courses are recommended	<b>3-4 years:</b> Same World Language  AP courses are recommended	



# Los Angeles Unified School District

Today's Learners, Tomorrow's Leaders

## Academy of Medical Arts

### PRINCIPAL

The Los Angeles Unified School District seeks an outstanding Principal to lead the students, staff and community at the Academy of Medical Arts towards improved academic success. The Academy of Medical Arts is a Title 1 single-track calendar school serving a diverse campus of 450 students in grades 9 - 12. The school is located on the campus of Carson High School, 22328 S. Main St., Carson, CA 90745.

**The Ideal Candidate** must be willing to prepare students for success in the 21st century, as well as demonstrate successful instructional leadership in the area of interdisciplinary pedagogy and the ability to motivate and support our faculty and students. Additional critical qualifications are strong interpersonal skills, the ability to develop and maintain open and engaging relationships, and a commitment to communicating with all internal and external constituencies, including faculty, staff, parents, and community members.

**Salary: MST 39G - B Basis (\$75,502 - \$94,043) -- 221 paid days**

*(This position is classified as a Principal position under the Los Angeles Unified School District's Salary Schedule. The salary range for this position is \$75,502 - \$94,043 per year. The salary range is based on the Principal position's placement in the Los Angeles Unified School District's Salary Schedule.)*

### Required Experience:

#### Minimum Requirements include:

- Administrative Credential or Tier 1
- Multicultural coursework\*
- A valid California K-12 Teaching Credential
- Master's degree from an accredited college or university

**\*Out-of-District candidates have one year to complete this requirement**

Check the District website for more detailed requirements for this position and employment updates at

<http://certificated-laUSD.k12.ca.us/admin/vacancies>

All applicants must submit a letter of interest, a resume with professional and academic preparation (include employee number, if district employee) and a letter of recommendation from the current administrator and a former administrator.

## **PRINCIPAL JOB DESCRIPTION The Academy of Medical Arts**

### **Principal, The Academy of Medical Arts**

#### **PRIMARY FUNCTION**

Provides leadership to prepare students for success in the 21st century. This is achieved through successful instructional leadership in the area of interdisciplinary pedagogy and implementation of motivational and supportive actions that bolsters the success of faculty and students. Additional critical qualifications are strong interpersonal skills, the ability to develop and maintain open and engaging relationships, and a commitment to communicate with all internal and external constituencies, including faculty, staff, parents and community members in the support of a medical arts focus for The Academy of Medical Arts.

#### **PERFORMANCE RESPONSIBILITIES:**

1. Fosters the importance of communication between all stakeholders from sharing of ideas to conveying the idea.
2. Communicates a clear vision of excellence and continuous improvement consistent with the vision and mission of The Academy of Medical Arts.
3. Provides professional learning programs consistent with student needs, assessment and program evaluation.
4. Promotes cohesion among staff, parents and students by promoting the idea that The Academy of Medical Arts is a school that values a respectful, diverse, creative, exciting, and reflective culture.
5. Supports the team model of curriculum development.
6. Communicates high standards for teaching and learning.
7. Employs a variety of processes for gathering, analyzing and using data for shared decision making with teachers and students.
8. Establishes concrete goals and expectations for students and staff in reaching academic and graduation benchmarks.
9. Works with central staff, teachers and students to develop and implement a school improvement plan as needed.
10. Assists in seeking out innovative and successful instructional practices in the educational community.
11. Monitors state, and federal requirements.
12. Promotes the development of specific and measurable goals for student achievement (ELLs, Special Ed, GATE, at-risk, Long term English Learners)
13. Uses data to drive discussions with teachers about making clear, observable changes in teaching, collaboration and instruction.
14. Promotes effective communications and interpersonal relations among staff, teachers, parents, students and community members.
15. Maintains effective discipline and fosters a safe learning environment.
16. Models high expectations expected of students and staff.
17. Other duties as assigned.

ELECTION TO WORK AGREEMENT  
A Teacher Commitment to the Plan  
2012-2013

*The Academy of Medical Arts* is a pilot school with the Los Angeles Unified School District that by union contract has been granted increased autonomy and flexibility to be a laboratory of educational innovation. This includes the right to set the school day and school year for both faculty and students and to make other alterations in the traditional teaching and learning conditions. The UTLA contract serves as the work agreement at non-pilot schools; however this contract goes beyond the UTLA contract to include additional contractual requirements. All teachers working at *The Academy of Medical Arts* must sign this contract. As a pilot school, *The Academy of Medical Arts*' primary decision-making body will be its Governing Council, replacing the role of the School Site Council. The Governing Council will comprise non-paid members that include administrators, teachers, parents, students and community members who will approve the annual work election agreement/commitment to this plan, budget, policies, and vision of the school. In order to realize our vision, teachers at *The Academy of Medical Arts* are expected to undertake a number of specific responsibilities.

As part of the school's professional community, all teachers will meet the following expectations:

- Work to set and achieve school-wide attendance and achievement goals
- Work on a variety of teams to support the mission of the school; each teacher will participate in monthly content-area meetings and bi-monthly grade-level team meetings that will be held outside of professional development time and will be scheduled by these teams
- Meet for grade level teams as necessary at a time most convenient for them (before school, lunch, after school, weekends)
- Produce and teach at least one interdisciplinary lesson or unit during the course of each quarter and submit these lesson and unit plans to the school curriculum library
- Implement and Monitor assigned grade-level Health Occupation Students of America and Work-based Learning programs
- Plan, schedule and participate in all community-building activities (e.g. Health Career Exhibit, State Health Occupation Students of America Conferences, Freshman Orientation, family nights, conferences, annual picnic, etc.)
- Plan, schedule and participate in the annual Student Creative and Work-Based Learning Exhibitions, Grade-Level Benchmark and Culmination Events, and Graduation
- Attend a minimum of one 8th grade recruitment fair or event
- Plan and participate in the peer observation process (teach, plan, reflect) as part of the collaborative, professional culture
- Participate in an "open door" approach to teaching in which other teachers and staff are welcome at all times in the classroom
- Seek and welcome constructive criticism from peers, administrators, students, community members, and families
- Provide at least one hour of unpaid after school tutoring weekly and/or be available to students outside of class time; hours must be documented and submitted on a monthly basis
- Participate in meetings as needed to support student achievement
- Recognize that all staff must contribute the time and resources listed above if the school is to be successful

All employees will have access to LAUSD email in their classrooms and are expected to check it at least one time per day as well as to read email outlining upcoming events sent each weekend in preparation for the week. Email will increasingly be used as a forum for collegial discussion of whole-school issues.

The distributed leadership/shared decision-making model used by this and other pilot schools necessitates collegial and frequent dialogue among staff, administrators, students, and families about every aspect of the school.

This is an additional responsibility that requires teachers to:

- Fulfill the duties of "point person" for one of the school committees, grade-level teams, or content-level team (unless a 1st year teacher or a 2nd year teacher with 3 preps)
- Participate in regular and collegial discussions about school policy, curricula, and other school-related topics, with the goal of democratic decision-making and transparent school operations
- Contribute to dialogue around school issues in a collegial, productive, and timely manner
- Seek ways to facilitate rather than hinder distributed leadership
- Work with administrative personnel in positive and constructive rather than adversarial ways
- Understand that the pilot school autonomies provide our school with the opportunity to innovate, but they also put far greater responsibility on teachers to be accountable for the decisions made by the school

Teachers with a minimum of 5 or more years in the teaching profession may be asked to support new teachers with new teachers on lesson planning, classroom management, grading support, and in-class assistance.

*The Academy of Medical Arts* teachers will continue to accrue seniority as they would if working elsewhere in the Los Angeles Unified School District. Anyone hired as a teacher will receive the wages and benefits established in the LAUSD Teacher's Contract. Teachers will continue to be members of the United Teachers of Los Angeles bargaining unit. Every effort will be made to compensate teachers above and beyond all hours required by the UTLA contract. Compensation will depend on availability of funds.

Teachers may unilaterally excess themselves from *The Academy of Medical Arts* at the end of the school year. When voluntarily terminating service, teachers are required to inform the principal verbally by the end of March and in writing by April 15. The Principal will invite teachers to return or inform them of dismissal by April 15. *The Academy of Medical Arts* will observe due process in supervision and dismissal procedures.

Teachers will be subject to dismissal from *The Academy of Medical Arts* in accordance with existing laws and regulations as outlined in the UTLA Contract and by this Elect-to-Work Agreement/Commitment to the Plan. Teachers are expected to fulfill all UTLA contractual obligations including but not limited to attending regularly and punctually, providing lesson plans when out, calling for a sub, attending parent conference nights, submitting attendance in a timely manner, submitting marks and roll books on time and accurately, etc. Moreover, teachers are expected to fulfill obligations outlined in this Elect-to-Work Agreement/Commitment to our plan. Failure to do so satisfactorily may result in dismissal. The Governing Council reserves the right to change rules and regulations regarding dismissal on an annual basis.

The workday is for teachers will be from 7:30 AM to 3:30 PM. Teachers will attend approximately 6 hours of professional development per month as shown in *The Academy of Medical Arts* Professional Development Activity Calendar.

The school year for students will consist of 180 days of instruction. The contractual year begins July 1 and ends on June 30. Teachers, counselors and coordinators will work additional days according to the following schedule:

- Sixty hours of professional development prior to the beginning of the school year
  - Two-day mid-year staff development event
  - One to three days of reflection and planning at the end of each school year, at the discretion of the faculty
  - Teachers will also meet with teaching team members during vacations until curriculum for the year is satisfactorily planned, reviewed and revised
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- In the spirit of a collaborative professional community, all teachers may be asked to cover classes for their colleagues. Teachers will be compensated.
  - If a teacher must be absent, he or she must provide lesson plans for the substitute teacher. Teachers will report necessary absences as soon as possible to avoid unplanned coverage of classes by colleagues.

Process and procedures for dispute resolution will be determined by the Governing Council in subsequent years.

Process and procedures for performance evaluations will be determined by the Governing Council.

I acknowledge that I have read all of the provisions of this agreement and that I agree to all of its terms. I further acknowledge that failure to meet these expectations may result in my termination from The Academy of Medical Arts.

Signature: \_\_\_\_\_ Name (Print): \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Name (Print): \_\_\_\_\_

Dated: \_\_\_\_\_

Carson Senior High School should be an ESBMM school

☒ Yes ☐ No

Choose only one:

13 NOT VOTED

☒ Carson Senior High should be a school with no pilots.

☐ Carson Senior High should be a school with one pilot, ATCA.

☐ Carson Senior High should be a school with one pilot, Champs.

☐ Carson Senior High should be a school with two pilots, ATCA and Champs.

1 Not Voted

25 faculty voted

Notes 2/1/12  
Counted  
Open  
WAC  
PAC

1/31/12

CHAMPS to Pilot vote

Yes  
10No  
3?pdhTallied by  
Witnesspdh 1/31/12  
Wass 1/31/12