



LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

Appendix D

FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 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): Academies of Education and Empowerment- Gabriel Paez				
Address: 22328 S. Main St. Carson, CA 90745	Phone Number: (310) 847-6000			
Website (if applicable)	Email Address: gap0784@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:	<input type="checkbox"/> Traditional <input checked="" type="checkbox"/> Pilot <input type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter			
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?	1. No 2. N/A 3. N/A			
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	1. August 14, 2012, May 31, 2013 2. December 17, 2012-January 4, 2013 3. April 8-12, 2013			
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
1. Gabriel Paez		[REDACTED]	gap0784@lausd.net	Carson High
2. Brian Cramp		[REDACTED]	bwc9382@lausd.net	Rancho Dominquez Prep
3. Joseph Davidock		[REDACTED]	jdavidoc@lausd.net	Carson High
4. Daniel Nunez		[REDACTED]	dxn0154@lausd.net	Carson High
5. Denise Rendon		[REDACTED]	drc1643@lausd.net	Carson High
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Academies of Education and Empowerment
Public School Choice 3.0
Applicant History Data Sheet
Appendix B

PSC 3.0 Carson High School

	Demographics						Performance																														
	Size	Ethnicity				Other Groups	API	CST Proficiency												Others																	
		2009-10 Enrollment	% African-American	% Latino	% Asian	% Pacific Islander		% White	% Free-reduced lunch price (FRPL)	% English Learners (EL)	% Students with Disabilities (SWD)	2010 Growth	Net API Gain over 5 years	% Proficient ELA 2010	Changes from 2009	% Proficient Math	Changes from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRLP % Proficient ELA 2010	FRLP % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	Asian % Proficient ELA 2010	Asian % Proficient Math 2010	Pacific Islander % Proficient ELA 2010	Pacific Islander % 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 2008	4 year retention rate for Students entering 9th	Graduation rate Over 4 years	
AEE																																					
Carson High School	3,488	18%	48%	25%	5%	3%	51%	9%	6%	641	45	34%	6%	8%	4%	5%	2%	0%	0%	32%	7%	30%	6%	50%	18%	28%	6%	26%	3%	8%	6%	23%	44%	56%			
Local District 8	19,429	20%	64%	8%	2%	6%	63%	4%	11%	n/a	n/a	36%	5%	11%	3%	5%	1%	2%	2%	33%	10%	33%	10%	58%	29%	28%	8%	27%	6%	14%	13%	28%	52%	51%			
ATCA	215	7%	41%	47%	4%	1%	50%	10%	6%	n/a	n/a	51%	14%	9%	6%	6%	2%	0%	10%	52%	8%	51%	9%	58%	11%	11%	26%	39%	0%	n/a	n/a	n/a	n/a	n/a			



PSC School Site: Carson High School

Design Team Name: AEE

Indicators		Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	35%	29%	To decrease the percentage of all sub groups, but in particular English Language Learners and African American learner who score FBB/BB on ELA CST assessment.	To have targeted intervention courses that utilizes SDAIE strategies, as well as reading strategies and vocabulary development.	Improved CST and CaHSEE scores as well as an increase in the ELL students reclassification rate.	Increase the percentage of students that score proficient or advance on the ELA portion of the CST	At or above the district average for students scoring proficient/advance on ELA CST
	<i>English Learners</i>	84%	37%					
	<i>Special Ed</i>	5%	n/a					
	<i>African American</i>	43%	25%					
	<i>Latino</i>	37%	20%					
	<i>White</i>	32%	17%					
	<i>Asian</i>	23%	15%					
	<i>Economically Disadvantaged</i>	35%	16%					
2	% of all students scoring Proficient or Advanced	34%	38%					
	<i>English Learners</i>	4%	3%					
	<i>Special Ed</i>	5%	n/a					
	<i>African American</i>	28%	26%					
	<i>Latino</i>	30%	24%					
	<i>White</i>	32%	26%					
	<i>Asian</i>	56%	49%					
	<i>Economically Disadvantaged</i>	33%	17%					



CST MATH							
3	% of all students scoring FBB/BB	74%	70%	<p>To identify and address the weaknesses in our math program. Make math more engaging.</p> <p>-Professional development that support student engagement and content delivery in math.</p> <p>-Utilize a schedule to increase in seat time of students in math and math intervention classes.</p>	<p>Increased performance on bench mark assessments, CST and CaHSEE.</p>	<p>Find real-world applications for math in order to create authentic student engagement.</p> <p>Establish relationships with community to facilitate math projects.</p> <p>Use technology to make math more engaging.</p>	<p>Establishing interdisciplinary connections between math and other content courses to make math more relevant.</p>
	<i>English Learners</i>	90%	61%				
	<i>Special Ed.</i>	2%	n/a				
	<i>African American</i>	81%	58%				
	<i>Latino</i>	77%	35%				
	<i>White</i>	85%	39%				
	<i>Asian</i>	62%	37%				
	<i>Economically Disadvantaged</i>	73%	30%				
4	% of all students scoring Proficient or Advanced	8%	10%				
	<i>English Learners</i>	.5%	1%				
	<i>Special Ed</i>	2%	3%				
	<i>African American</i>	3.1%	8.5%				
	<i>Latino</i>	5.8%	16%				
	<i>White</i>	1.8%	10%				
	<i>Asian</i>	20%	9%				
	<i>Economically Disadvantaged</i>	7.2%	7%				



ENGLISH LEARNERS (EL)								
7	Reclassification Rate	6%	7%	Increase the proficiency EL levels of English learner and reclassification of advance EL students	Professional Development on effectively utilizing SADIE strategies in all content areas. Placing student into language and math intervention courses.	El students are reclassified or advance their EL proficiency level.	EL students have an easier time integrating into main stream campus.	Match or exceed district levels of reclassification.
8	% EL Students Scoring Proficient on CELDT	24%	21%					
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	56%	49%	100% four year graduation rate. Passing 100% of 10 th graders on CaHSEE. Enrolment of all students in A-G courses	Through our seminar class students will reflect and monitor on their academic progress and course enrollment. 8X2 Schedule will allow the students to participate in credit recovery.	CaHSEE scores and matriculation data. Students are scheduled in A-G courses	The number of 9 th graders that successfully matriculating to 10 th grade increasing to 80%	100% 9 th grade matriculation. 100% of the students take A-G courses
10	CAHSEE Pass Rate (10 th grade)	65%	70%					
11	% Students In A-G Courses Receiving Grade of C or Higher	27%	23%					
12	% Graduates Meeting A-G	27%	28%					
RETENTION RATE (high schools only)								
	# First Time 9 th Graders	1,180	1,639	Reduce the 9 th grade retention rate by 25% (from 44% to 33%). Our year to year goal is to slash the number of 9 th graders retained at the end of the year by 25%, until the number is at or below 10%, at which point we will revisit our goals.	33% (or lower) 9 th grade retention rate will be achieved by implementation of the following: Freshman Success Academy, Math and English Essentials Class, Freshman Seminar and increased personalization. Increased percentage of 9 th graders moving to the 10 th grade .	We will evaluate success monitoring: number of 9 th grade students failing one or more class, number of 9 th grade students with more than 3 or more absences within each grading period, 9 th grade survey data, academic performance on summative assessments, and 9 th grade matriculation.	Reduce the 9 th grade retention rate by 25% (from 33% to 25%)	Reduce the 9 th grade retention rate by 25% (from 25% to 19%)
	% Retained 9 th Graders	44%	46%					



CULTURE/CLIMATE & MISSION-SPECIFIC								
1 3	Attendance Rate for Students	64%	58%	Build an environment where 100% of our students have one-to-one relationships with faculty/staff/peers and/or participate in school activities. Increase parent involvement and engagement with the school. 85% of parents will participate in school activities.	1. Loop students with teachers by grade level 2. Peer mentorship program 3. Grade level teachers advisors 4. Team building activities 5. Collaborative project based learning 6. Career based learning to provide real world application 7. Student led conferences 8. Parent advisory committee	Attendance rate and students achievement increase based on bench mark assessments, CST and CaHSEE.	90% of the staff attend 96% of the time.	Students matriculate into careers and college programs based on focus careers. 100% of students are taking and passing A-G courses with a "C" or better.
1 4	Attendance Rate for All Staff (96% attendance rate)	55%	58%					
1 5	Number of Suspensions	583	529					
1 6	School Experience Survey: % Parents Participating	21%	6%					
1 7	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	86.2%	90%					



**FOR: ACADEMIES OF EDUCATION AND EMPOWERMENT (AEE) PILOT SCHOOL AT
CARSON**

PROPOSED BY: AEE DESIGN TEAM

FOR: CARSON HIGH SCHOOL

Mission & Vision of the School

The *Academies of Education and Empowerment (AEE)* envisions a school where teachers, students, parents, and members of the community work together to unlock student potential and inspire them to make a positive impact on their society. Specifically, we hope to create socially conscious educators and active citizens. *AEE* will be a school where students connect what they have learned in the classroom to real world situations and use that knowledge to make a difference.

Once students have graduated from *AEE*, students will be able to formulate and articulate complex ideas, exhibit critical thinking skills such as questioning, analyzing and evaluating, and work effectively in group settings. In addition, *AEE* graduates will know how to use and present ideas using technology and make connections between academics and real world situations. Students of *AEE* will also participate in one of two academies, one focusing on careers with children and the other looking at social justice issues in the community. In order to graduate all students are expected to take all A-G courses and pass their classes with a C or better. Students will also be expected to participate in seminar classes and academy elective courses.

Designing Data Driven & Student Centered Instructional Programs

Student needs:

- Decrease 9th grade retention rates
- Decrease rate of students who are failing A-G courses
- Increase math proficiency rate (proficient or advanced)
- Increase academic performance of historically underserved subgroups

Ensuring students are college-prepared and career ready:

- **9th grade essentials and connections lab:** To address the key deficiencies that incoming 9th graders have in Math and English, students will participate in an intervention course aimed at improving students' skills. Students will then apply their skills in projects that encourage the students to be hands-on and engaged. *AEE* believes that this is an important intervention because it encourages and supports success in their academic classes and engages the students in their education through project based learning.
- **Freshmen Success Academy:** During their 9th grade year all *AEE* students will be a part of the Freshmen Success Academy (FSA). 9th grade students will share a core group of teachers and participate in a specially designed curriculum that will engage, support and inspire students to be academically successful. *AEE* believes that FSA will provide the 9th grade students with the academic and social tools needed to ensure student promotion to the 10th grade.
- **Seminar Courses:** Students will participate in a 7th period seminar course where they will participate in grade level appropriate activities to ensure students' success in school and prepare them for college and career.
- **Interdisciplinary Instruction:** Grade level academic teams of teachers will work together to correlate teaching of topics and integrate common teaching strategies. Every interdisciplinary unit will end in a project that will incorporate the skills and concepts taught in the lesson. Research shows that interdisciplinary teaching results in increased student engagement, parent



involvement, attendance and performance on standardized testing.

- **Success For All Conferences:** Success For All (SFA's) Conferences: Students, parents and essential adults will participate in SFA meetings when students are failing, exhibiting poor behavior, or poor attendance. The meeting will allow parents, teachers, students and community members to work together to find solutions for students' success.

Instructional Program

ALL Students at AEE will be provided with coursework that is rigorous and engaging. AEE strongly believes that curriculum should be interdisciplinary, project-based and hands-on. Additionally, all students will be encouraged to participate in internships and honors and AP courses. Lastly, we believe that all students will be successful when they are expected to perform at high levels and are given many opportunities to succeed. The following accommodations will also be made:

Students with disabilities - All students with disabilities that elect to participate in *AEE* will be mainstreamed into the general education classroom. To support students with learning and physical disabilities, students will be provided with modifications and accommodations to their classroom learning and schedule as outlined in their IEP's and as appropriate to their disabilities.

AEE strongly believes and educational scholars indicate that when students are mainstreamed in the general education classroom, they have the opportunity to learn more than students that are pulled out of the general education classes.

Socio-economically disadvantaged students - Students that are traditionally underserved will be provided with access to A-G courses, rigorous academics as well as extracurricular activities that encourage students to be college prepared and career ready.

Special needs students - Students with special needs will be provided with the skills needed to be successful in high school and beyond. These interventions include the 7th period schedule which allows for additional opportunities to be successful. The SFA conferences, intervention classes and the seminar classes. Lastly, students will be afforded all the accommodations and modifications necessary to ensure academic success.

Gifted students - *AEE* will provide all students as well as the gifted population with rigorous, engaging, interdisciplinary and project based curriculum based on the A-G requirements. Gifted students will be encouraged to share their abilities with their peers through a variety of mediums.

English Language Learners – To meet the needs of English Language Learners, all faculty will be trained in utilizing SDAIE strategies and scaffolding to ensure access to the curriculum.

Standard English Learners – Similar to the ELL student, the SEL student will be taught using SDAIE strategies and scaffolding. In addition curriculum will be designed so that it is culturally inclusive and sensitive, as well as interdisciplinary to engage the students.

School Culture

***AEE* culture:**

AEE envisions a culture where students are highly motivated and flourish academically in a safe learning environment. At *AEE*, faculty and staff will continuously work to make learning relevant so that the material is fun, exciting and meaningful. Students will be exposed to what it takes to succeed in a college atmosphere as well as prepare them to transition into the career of their choice. Lastly, faculty and staff will work on building positive relationships, celebrating the students' academic successes, and



encouraging them to actively participate in their education.

A day in the life of an AEE students:

Students at *AEE* will be in highly engaging, hands on classrooms. They will be expected to participate in their core academic classes of English, Math, Science and History as well as participation in a Seminar class and career based or academic elective. Classes are designed to be interdisciplinary and rigorous so that students are constantly engaged in critical thinking skills. Students will be on a 7th period block schedule that will find them in periods 1-6 on Mondays and a rotating block of 1,3,5, 7 on Tuesdays and Thursdays and 2, 4, 6, 7 on Wednesday and Friday.

Extracurricular activities:

- Clubs (i.e Green Team, Human Rights Club, Animal Rights Club, Leader of the future, film club, Future Educators, etc.)
- College trips
- Beach trip and other team building activities.

Parent Engagement & Involvement

AEE believes that engaging parents in the educational process is essential for a successful school. *AEE* openly welcomes all parents to participate in the educational process. To engage parents, *AEE* will ask parents to be active participants in their child’s academic life by:

- Provide them with online access to grades.
- Participating in learning walks and inviting the parents into the classroom.
- Garnering parent participation and sharing in their child’s learning experience at students led conferences and showcases.
- Provide meeting times for parent convenience.

Additionally, for parents of struggling students *AEE* will keep them informed by either contacting parents of students who receive any D’s or Fails on the five week progress report or conducting Success For All conferences where the faculty, students and parents will work together to find solutions for students success. Lastly, parents will be encouraged to participate in CEAC, ELAC, Governing Council, staff selection committees and PTA meetings.

Staffing

AEE is looking for highly qualified and motivated faculty and staff. *AEE* will be expected to work together collaboratively for the benefit of the student population. This includes spending time creating interdisciplinary units with other faculty members, participating in extracurricular activities with the students, or participating on committees to ensure the smooth functioning of the school. Lastly, all *AEE* faculty and staff will be willing to evaluate and be evaluated by their peers.

Applicant Team Contact Information

Lead and/or Team Member Name(s): Gabriel Paez, Lead Team Member

Applicant Team Contact Phone Number: 310-847-6000

Applicant Team Contact Email: gap0784@lausd.net



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY- SPANISH VERSION
FOR: ACADEMIA OF EDUCATION AND EMPOWERMENT (AEE) PILOT SCHOOL AT
CARSON
PROPOSED BY: AEE DESIGN TEAM
FOR: CARSON HIGH SCHOOL

Misión y visión de la escuela

Las **Academias de Educación y Capacitación (AEE)** visualiza una escuela donde los maestros, estudiantes, padres y miembros de la comunidad trabajan juntos para liberar el potencial de los estudiantes e inspirarlos a hacer un impacto positivo en la sociedad. En concreto, esperamos crear conciencia social los educadores y ciudadanos activos. **AEE** será una escuela donde los estudiantes relacionarán lo que han aprendido en el aula con situaciones del mundo real y usar ese conocimiento para hacer una diferencia.

Una vez que los estudiantes se hayan graduado de la **AEE**, los estudiantes serán capaces de formular y expresar ideas complejas, presentar habilidades de pensamiento crítico, tales como cuestionar, analizar y evaluar, y trabajar con eficacia en situaciones de grupo. Además, los graduados **AEE** sabrán cómo utilizar y presentar ideas utilizando la tecnología y hacer conexiones entre lo académico y situaciones del mundo real. Los estudiantes de la **AEE** también participarán en una de las dos academias, una centrada en carreras con los niños y la otra mirando a los problemas de justicia social en la comunidad con el fin de que todos nuestros estudiantes tengan que tomar todos los cursos A-G y pasar sus clases con una C o mejor. También se espera que los estudiantes participen en las clases de seminarios y cursos de la academia electiva.

Data Driven Design y centrado en el estudiante del Programa de Instrucción

Estudiante necesita:

- Disminuir las tasas de retención en el grado noveno.
- Disminuir la tasa de estudiantes que están reprobando los cursos de A-G.
- Aumento de la competencia matemática (de dominio o avanzado).
- Aumentar el rendimiento académico de los subgrupos que históricamente no rinden.

Garantizar a los estudiantes estén preparados para su carrera en la universidad:

- Esenciales del noveno grado y laboratorio de conexiones: Para hacer frente a las principales deficiencias que de entrada al 9 ° grado tienen en Matemáticas e Inglés, los estudiantes participarán en un curso de intervención dirigida a mejorar las habilidades de los estudiantes. Luego, los estudiantes aplicarán sus conocimientos en proyectos que animen a los estudiantes a ser prácticos y comprometidos. **AEE** cree que esta es una intervención importante porque estimula y apoya el éxito en sus clases académicas e involucra a los estudiantes en su educación a través del aprendizaje basado en proyectos.
- Academia de éxito de estudiantes de primer año: Durante el 9 ° grado todos los estudiantes **AEE** serán una parte del éxito de estudiantes de primer año de la Academia (FSA). Noveno grado; los estudiantes compartirán un grupo de profesores y participarán en un programa especialmente diseñado que pondrá en marcha, apoyará e inspirará a los estudiantes a tener éxito académico. **AEE** considera que la FSA proporcionará a los estudiantes de grado noveno las herramientas académicas y sociales necesarias para garantizar la promoción del estudiante al grado 10.
- Cursos de Seminario: Los estudiantes participarán en un curso de séptimo período de seminario donde participarán en actividades apropiadas a nivel de grado para asegurar el éxito



de los estudiantes en la escuela y prepararse para la universidad y la carrera.

- **Instrucción Interdisciplinaria:** los equipos de nivel de grado académico de los docentes trabajarán en conjunto para relacionar la enseñanza de temas e integrar las estrategias comunes de enseñanza. Cada unidad interdisciplinaria terminará en un proyecto que incorporará las habilidades y conceptos aprendidos en la lección. Investigaciones muestran que la enseñanza interdisciplinaria resulta en una mayor participación estudiantil, participación de los padres, la asistencia y el rendimiento en pruebas estandarizadas.

Programa de Instrucción

Todos los alumnos de la AEE se les proporcionará los cursos que sea rigurosa y atractiva. AEE cree firmemente que el currículo debe ser interdisciplinario, basado en los proyectos y las manos en. Además, todos los estudiantes se les anima a participar en las prácticas y los honores y los cursos AP. Por último, creemos que todos los estudiantes tendrán éxito cuando se espera que se realice en niveles altos y se les da muchas oportunidades para tener éxito. Los siguientes alojamientos también se hará:

Los estudiantes con discapacidades - Todos los estudiantes con discapacidad que opten por participar en la AEE se integrarán en el aula de educación general. Para apoyar a los estudiantes con problemas de aprendizaje y discapacidades físicas, los estudiantes serán proporcionados con las modificaciones y adaptaciones a su aprendizaje en el aula y el horario como se indica en el su IEP y en su caso a sus discapacidades.

Socio-estudiantes en desventaja económica - Los estudiantes que son tradicionalmente no apoyados se le proporcionará acceso a los cursos académicos rigurosos A-G, así como las actividades extraescolares que estimulen a los estudiantes para que estén listos para la universidad y su carrera. Estudiantes con necesidades especiales – A los estudiantes con necesidades especiales se les proporcionará las habilidades necesarias para tener éxito en la escuela secundaria y más allá. Estas intervenciones incluyen el programa séptimo período que permite nuevas oportunidades para tener éxito. Las conferencias de SFA, las clases de intervención y las clases de seminario. Por último, se les dará a los estudiantes todas las adaptaciones y modificaciones necesarias para asegurar el éxito académico.

Los estudiantes superdotados - AEE proporcionará a todos los estudiantes, así como de la población dotado de un currículo basado en riguroso, atractivo, interdisciplinario y el proyecto sobre la base de los requisitos AG. Los estudiantes superdotados serán invitados a compartir sus habilidades con sus compañeros a través de una variedad de medios.

Aprendices del Idioma Inglés - Para satisfacer las necesidades de los Aprendices del Idioma Inglés, todos los profesores estarán capacitados para la utilización de estrategias SDAIE y andamios para asegurar el acceso al currículo.

Estándar de Estudiantes de Inglés-similares a los estudiantes ELL, a los estudiantes SEL se les enseñará el uso de estrategias SDAIE y andamios. Además, el currículo se diseña de manera que sea culturalmente inclusivo y sensible, así como interdisciplinario para involucrar a los estudiantes.

Cultura de la escuela

AEE cultura:

AEE visualiza una cultura donde los alumnos están muy motivados y donde florecen académicamente en un ambiente de aprendizaje seguro. En AEE, profesores y personal continuamente trabajan para que el aprendizaje sea relevante, para que el material sea divertido, emocionante y significativo. Los estudiantes estarán expuestos a lo que se necesite para tener éxito en un ambiente



<p>universitario, así como para prepararse para la transición en la carrera de su elección. Por último, el profesorado y el personal trabajará en la construcción de relaciones positivas y celebrará los éxitos académicos de los estudiantes y animarlos a participar activamente en su educación.</p> <p>Un día en la vida de un estudiantes de AEE:</p> <p>Los estudiantes de AEE estarán muy atractidos por las actividades manuales en las aulas. Se espera que participen en sus clases académicas básicas de Inglés, Matemáticas, Ciencias e Historia, así como la participación en una clase de seminario y de la carrera académica o base electiva. Las clases están diseñadas para ser interdisciplinarias y rigurosas, para que los alumnos estén constantemente ocupados en las habilidades de pensamiento crítico. Los estudiantes estarán en un horario bloque séptimo período que se forma de los períodos de 1-6 los lunes y un bloque de rotación de 1,3,5, 7, los martes y jueves y los 2, 4, 6, 7 los miércoles y viernes.</p> <p>Las actividades extracurriculares:</p> <ul style="list-style-type: none"> • Clubes (es decir, Green Team, Club de los Derechos Humanos, Club de los Derechos de los Animales, líder del futuro, club de cine, Futuros Educadores, etc) • Excursiones a varias universidades • Escursiones a la Playa y otras actividades para construir un equipo unido.
<p>Participación de los padres y la participación</p>
<p>AEE cree que involucrar a los padres en el proceso educativo es esencial para una escuela exitosa. AEE abiertamente da la bienvenida a todos los padres a participar en el proceso educativo. Para involucrar a los padres, AEE pedirá a los padres que participen activamente en la vida académica de sus hijos y va a:</p> <ul style="list-style-type: none"> • Proporcionarles acceso en línea a los grados. • Participar en el aprendizaje de caminatas e invitar a los padres al salón de clases. • Obtener participación de los padres e intercambiar de experiencias de aprendizaje de sus hijos en las conferencias dirigidas por los estudiantes y vitrinas. • Proporcionar reuniones a la comodidad de los padres. <p>Además, para los padres de estudiantes con problemas de aprendizaje, AEE les mantendrá informados si sus hijos reciben D's o F's en el reporte de grados de la quinta semana o la realización exitosa de todas las conferencias de la facultad, estudiantes y padres donde trabajarán juntos para encontrar soluciones para estudiantes de éxito. Por último, los padres serán invitados a participar en la CEAC, ELAC, el Consejo de Administración, comités de selección de personal y reuniones de la PTA.</p>
<p>Dotación de Personal</p>
<p>AEE está buscando profesores y personal altamente calificados y motivados. AEE espera trabajar en la colaboración para el beneficio de la población estudiantil. Esto incluye pasar tiempo en la creación de unidades interdisciplinarias con otros profesores que participan en actividades extracurriculares con los alumnos, o participar en los comités para garantizar el buen funcionamiento de la escuela. Por último, todos los profesores y el personal de la AEE estarán dispuestos a evaluar y ser evaluados por sus colegas.</p>
<p>Equipo solicitante Información de Contacto</p>
<p>Encargado y / o el nombre del miembro del equipo(s): Gabriel Páez, miembro principal del equipo Número de teléfono del miembro principal: 310-847-6000 Correo electrónico del miembro principal del equipo: gap0784@lausd.net</p>



PSC 3.0 IMPORMASYONG BUOD PLANO NG PAARALAN
PARA SA: MGA AKADEMYA NG EDUKASYON AT EMPOWERMENT (AEE) PILOT
PAARALAN SA CARSON
IMINUNGKAHI NG: AEE DISENYO KOPONAN
PARA SA: CARSON HIGH SCHOOL

Pakay at Tanaw ng Paaralan

Ang mga Academies ng Education at Empowerment (**AEE**) may bisyon ng paaralan kung saan ang mga maestra, mga mag-aaral, magulang, at mga miyembro ng komunidad ay nagtutulungan upang maibunyag ang mga potensyal ng mag-aaral at bigyan-sigla sa mga ito upang makagawa ng isang positibong epekto sa kanilang lipunan. Partikular, inaasahan namin na makagawa ng lipunan nakakamalay na maestra at aktibong taong-bayan. **AEE** ay magiging isang paaralan kung saan ang mga mag-aaral ay maidugtong yung natutunan sa silid-aralan sa mga tunay na sitwasyon ng mundo at gamitin ang kaalaman upang makagawa ng isang pagkakaiba.

Kapag nakatapos na ang mag-aaral sa **AEE**, ang mga mag-aaral ay upang bumalangkas at pagdugtoning ang mga kumplikadong akala, magpakita ng kasanayan sa panunuring pag-iisip tulad ng pagtatanong, pag-aaral at pagsusuri, at makapagtrabaho nang epektibo pag kasama ang isang grupo. Sa karagdagan, ang mga nakapagtapos sa **AEE** ay malalaman kung paano gamitin at pakita ang mga akala gamit ang teknolohiya at gumawa ng mga koneksyon sa pagitan ng mga akademya at mga sitwasyon sa totoong mundo. Ang mga mag-aaral ng **AEE** rin ay makakasali sa isa sa dalawang academy, isa tumututok sa mga karera kasama ang mga bata at yung isa para makita ang isyung katarungan ng lipunan sa komunidad. Upang makapagtapos ang mga mag-aaral, lahat ay inaasahan na gawin ang bawang kurso ng A-G at pumasa sa mga klase nila mayroong C o mas mahusay na marka. Inaasahan din ang mga mag-aaral na lumahok sa mga klase na pantas-aral at mga elektibong kurso ng academy.

Pagdisenyo ng Planong Batay sa Data at Programang Edukasyonal para sa Mag-aaral

Mga kailangan ng mag-aaral:

- Bawasan ang porsiyento ng pagpapanatili ng first year
- Bawasan ang porsiyento baksak sa kurso ng A-G
- Dagdagan ang porsiyento mahusay sa matematika
- Taasan ang pag-academyang pagganap ng maliliit na grupong kasaysayan ngkukulang sa serbisyo.

Tinitiyak na handa para sa kolehiyo at karera ang mag-aaral:

- **Mga mahahalaga at koneksyon para sa first year:** Upang maialok ang mga mahalagang kulang sa papasok na first year ay sa Math at Ingles, ang mga mag-aaral ay luhok sa isang kurso ng interbensyon na makakatulong sa pagpapabuti sa kasanayan ng mga mag-aaral . Estudyante pagkatapos ilapat ang kanilang mga kasanayan sa mga proyekto na hinihikayat ang mga mag-aaral na hands-on at nakatuon. **AEE** naniniwala na ito ay isang mahalagang interbensyon dahil na hinihikayat nito at suporta ng tagumpay sa kanilang mga akademikong klase at engages ang mga mag-aaral sa kanilang edukasyon sa pamamagitan ng proyekto batay pag-aaral.
- **Freshmen ng Tagumpay Academy:** Habang ang kanilang ikasiyam grado taon ang lahat ng **AEE** mag-aaral ay maging isang bahagi ng Freshmen Success Academy (FSA). ikasiyam grado na mga mag-aaral ay magbahagi ng core group ng mga guro at lumahok sa isang espesyal na dinisenyo kurikulum na umaakit, suporta at pumukaw sa mga mag-aaral upang maging



academically matagumpay. **AEE** ay naniniwala na FSA ay magbigay ng ikasiyam grado na mga mag-aaral sa akademiko at panlipunang mga gamit na kinakailangan upang matiyak na ang pagsulong ng mag-aaral sa ikasampo grado.

- **Pantas-aral kurso:** Mga mag-aaral ay lumahok sa isang 7 pantas-aral sa panahon ng kurso kung saan sila ay lumahok sa antas ng grado na naaangkop na mga gawain upang matiyak ang tagumpay ng mag-aaral sa paaralan at ihanda ang mga ito para sa kolehiyo at karera.
- **Interdisciplinary Tagubilin:** Grado antas ng akademikong mga koponan ng guro ay nagtutulungan sa kaugnayan ng pagtuturo ng mga paksa at pagsamahin ang mga karaniwang mga diskarte sa pagtuturo. Ang bawat interdisciplinary unit ay magtapos sa isang proyekto na ay isama ang mga kakayahan at mga konseptong itinuro sa aralin. Pananaliksik nagpapakita na interdisciplinary mga resulta ng pagtuturo sa pinataas na mag-aaral pagtukok, paglahok ng magulang, pagpasok at pagganap sa standardized pagsubok.

Tagumpay Para sa Lahat ng Kumperensya: Success For All (SFA's) kumperensya: mag-aaral, ang mga magulang at mahahalagang mga matatanda ay lumahok sa mga pulong ng SFA kapag ang mga mag-aaral ay bagsak, exhibiting mahirap na pag-uugali, o mababang pagdalo. Ang pulong ay payagan ang mga magulang, mga guro, mga mag-aaral at mga miyembro ng komunidad na nagtutulungan upang mahanap ang mga solusyon para sa mga tagumpay ng mga estudyante.

Edukasyonal Programa

LAHAT ng mga mag-aaral sa AEE ay ipagkakaloob sa coursework na mahigpit at nakaka-
engganyo. Masidhing naniniwala ang AEE kurikulum na dapat interdisciplinary, proyekto-based
at mga kamay-on na. Bilang karagdagan, ang lahat ng mga mag-aaral ay hinihikayat na lumahok
sa mga internships at mga parangal at mga kurso sa AP. Panghuli, naniniwala kami na ang lahat
ng mga mag-aaral ay maging matagumpay kapag sila ay inaasahan na gumanap sa mataas na
antas at ay binibigyan ng maraming pagkakataon upang magtagumpay. Ang mga sumusunod na
kaluwagan ay din ginawa:

Mag-aaral na may mga kapansanan - Lahat ng mga mag-aaral na may kapansanan na piliin upang
lumahok sa AEE ay mainstreamed sa pangkalahatang edukasyon ng silid-aralan. Upang suportahan ang
mga mag-aaral sa pag-aaral at mga pisikal na kapansanan, ang mga mag-aaral ay ipagkakaloob sa mga
pagbabago at mga kaluwagan sa kanilang pag-aaral sa silid-aralan at iskedyul tulad ng ibinalangkas sa
kanilang IEP at bilang naaangkop sa kanilang mga kapansanan.

Socio-economically disadvantaged students - Ay ipagkakaloob ang mga mag-aaral na ayon sa
kaugalian ay hindi masyadong pinapansin na may access sa AG kurso, mahigpit ang mga akademya pati
na rin ang mga ekstrakurikular na gawain na hinihikayat ang mga mag-aaral sa kolehiyo na handa na sa
kanilang tungkulin.

Espesyal na pangangailangan ng mga mag-aaral - Mga mag-aaral na may espesyal na
pangangailangan ay ipagkakaloob sa mga kasanayan na kinakailangan upang maging matagumpay sa
high school at lampas. Sa pamamagitan na ito isama ang 7 iskedyul ng panahon na nagbibigay-daan
para sa karagdagang mga pagkakataon upang maging matagumpay. Ang SFA kumperensya, mga klase
sa pamamagitan at ang mga pantas-aral klase. Panghuli, ang mga mag-aaral ay makakaya ang lahat ng
mga kaluwagan at mga pagbabago na kinakailangan upang matiyak ang tagumpay ng akademikong.

Matalino na mag-aaral- AEE ay magbibigay sa lahat ng mga estudyante pati na rin ang likas na
matalino populasyon na may mahigpit, makatawag pansin, interdisciplinary at proyekto based na
kurikulum na batay sa mga pangangailangan AG. Likas na matalino mga mag-aaral ay hinihikayat na



ibahagi ang kanilang mga kakayahan sa kanilang mga peers sa pamamagitan ng isang iba't ibang mga daluyan.

Standard Ingles Mag-aaral– Katulad ng mga ELL mag-aaral, ang mag-aaral ng SEL ay tinuturuan gamit ang SDAIE diskarte at plantsa. Sa karagdagan kurikulum ay dinisenyo upang ito ay kasama kultura at sensitive, pati na rin interdisciplinary na umaakit sa mga mag-aaral.

Paaralan Kultura

AEE Kultura:

AEE envisions ang isang kultura na kung saan ang mga mag-aaral ay highly motivated at yumabong academically sa isang ligtas na kapaligiran sa pag-aaral. Sa **AEE**, ang mga guro at kawani ay patuloy na nag tatabaho upang gumawa ng isang pagaaralan kaugnay na sa gayon na ang materyal sa ay masaya, nakapupukaw at makahulugan. Mga mag-aaral ay nailantad sa kung ano ang kinakailangan upang magtagumpay sa isang kapaligiran ng kolehiyo pati na rin ihanda ang mga ito sa paglipat sa karera ng kanilang gusto. Panghuli, ang mga guro at kawani ay gagana sa gusali ng positibong relasyon, magdiwang ang mga mag-aaral akademikong tagumpay, at naghihikayat sa kanila na aktibong lumahok sa kanilang edukasyon.

Isang araw sa buhay ng isang AEE mga mag-aaral:

Mag-aaral sa **AEE** ay sa mataas na makatawag pansin, kamay sa classrooms. Sila ay inaasahang lumahok sa kanilang mga core akademikong klase ng Ingles, Math, Science at History pati na rin ang pagsali sa isang klase ng pantas-aral at karera batay o akademikong elektibo. Aaral ay idinisenyo sa interdisciplinary at mahigpit kaya na ang mga mag-aaral ay patuloy na nakatuon sa kritikal na mga kasanayan sa pag-iisip. Mga mag-aaral ay sa isang 7 block ng panahon ng iskedyul na mahanap sa mga ito sa panahon ng 1-6 sa Lunes at isang umiikot na block schedule ng 1, 3, 5, 7 sa Martes at Huwebes at 2, 4, 6, 7 sa Miyerkules at Huwebes.

Ekstrakurikular gawain:

- Club (i.e Green Team, Tao Karapatan Club, Hayop Karapatan Club, Pinuno ng Hinaharap, Pelikula Club, Hinaharap Nagtuturo, etc.)
- Kolehiyo biyahe
- Tabing-dagat biyahe at iba pang mga koponan ng gusali gawain.

Pagtutok at paglahok ng Magulang

- Sa isang maikling talata o paggamit ng mga puntos sa bala, talakayin ang mga estratehiya na gagamitin mo sa meaningfully umaakit ng mga magulang at tagapag-alaga sa akademikong tagumpay ng kanilang mga anak.

AEE naniniwala na makatawag pansin ng mga magulang sa ang pang-edukasyon na proseso ay mahalaga para sa isang matagumpay na paaralan. **AEE** lantaran welcomes lahat ng magulang upang lumahok sa pang-edukasyon na proseso. Upang umaakit sa mga magulang, **AEE** ang tatanungin sa mga magulang na maging aktibo mga kalahok sa akademikong buhay ng kanilang anak sa pamamagitan ng:

- Magbigay ng mga ito na may online access sa grado.
- Kalahok sa pag-aaral kalagayan at pag-imbita ang mga magulang sa silid-aralan
- Palamuti magulang paglahok at ang pagbabahagi sa pag-aaral ng karanasan ng kanilang anak sa mga mag-aaral na humantong kumperensya at showcases.
- Magbigay ng pulong ng oras para sa magulang convenience.

Bilang karagdagan, para sa mga magulang ng struggling mag-aaral **AEE** ay panatilihin sa kanila alam sa pamamagitan ng alinman sa pakikipag-ugnay sa mga magulang ng mga mag-aaral na



makakatanggap ng anumang mga D's o nabigo sa ang limang ulat linggo progreso o pagsasagawa ng Tagumpay Para sa Lahat ng kumperensya kung saan ang guro, mga mag-aaral at mga magulang ay gumagana magkasama upang mahanap ang solusyon para sa mag-aaral tagumpay. Panghuli, ang mga magulang ay hinihikayat na sumali sa CEAC, ELAC, namamahala sa Konseho, kawani seleksyon komite at pulong ng PTA.

Staffing

AEE ay naghahanap para sa mga highly qualified at motivated guro at kawani. *AEE* ay inaasahan na nagtutulungan collaboratively para sa pakinabang ng mag-aaral ng populasyon. Kabilang dito ang paggastos oras na lumilikha ng mga interdisciplinary unit sa iba pang mga miyembro ng faculty, kalahok sa mga ekstrakurikular na gawain sa mga mag-aaral, o mga kalahok sa mga komite upang matiyak ang makinis na gumagana ng paaralan. Panghuli, ang lahat *AEE* guro at kawani ay handa upang suriin at sinusuri sa pamamagitan ng kanilang mga peers.

Aplikante Koponan Contact Impormasyon

Mga Pangalan ng mga Lead at/o Team Member: Gabriel Paez, Lead Team Member
Makipag-ugnay sa Koponan ng aplikante Numero ng Telepono: 310-847-6000
Contact Email ng aplikante Koponan: gap0784@lausd.net



Curriculum Plan Timeline

Year 1 Goals:

- Create Focus Standards by content area
- Create and implement common rubrics for writing, speaking, and other presentations
- Identification, Analysis of Relevant Data to Drive Instruction
- Develop Seminar Curriculum
- Develop Freshman Math and English Curriculum
- Develop Freshman Connections Lab
- Data Driven Planning
- Generate and implement interdisciplinary unit through Book of the Year

Year 1 Rationale:

AEE sees establishing the key focus standards, common expectations, and identifying of important Data trends as job one. These curricular goals will be revisited and analyzed every year, and Data will be looked at throughout the year.

Another top priority is the creation of the *Seminar* curriculum. This curriculum will be created and taught by grade level teams who will use PD time to develop and improve this curriculum. *Freshman Math and English* Essentials and *Connections Lab* curriculum is equally important too. Taught by a team of Math and English teachers, this curriculum must be tailored to meet the needs of the class as a whole, and to the individual. This challenging task will be aided through *Mydata*, which the content strand information which describes student skill deficiencies. The ten week curriculum plan will be driven by this information, and teachers will plan skill based activities accordingly. Teachers will also create a Skills Portfolio (describe earlier) to create accountability from students.

Math and Science, English and History—these are the teacher pairings that will create the interdisciplinary and project based learning plans for the Freshmen *Connections Lab*. This class will developed through PD time.

A prominent aspect of the **AEE** Curriculum Plan is the development and implementation of grade level, interdisciplinary units that are designed around a theme or essential question. **AEE** will utilize PD time to create this curriculum and to weave together existing units; furthermore, a timeline has been established to facilitate the process of development and implementation.

The Year 1 goal is one interdisciplinary unit per semester. This will begin by expanding the *Book of the Year* program that is currently in use among *ATCA* English teachers who utilize a common book to open the school year. The benefits of this program are well documented align with our goals of creating relationships between academic classes. Also, this program creates enthusiasm for reading and to address common academic learning goals. The last four books: Yann Martels' *Life of Pi*; Sonia Nazario's *Enrique's Journey*; Mark Haddon's *The Curious Incident of the Dog in the Night Time*; John Steinbeck's *Grapes of Wrath*. **AEE** will use the *Book of the Year* to build an opening, interdisciplinary unit, to be used through the whole school.



Year 2 Goals:

- Revisit Focus Standards
- Revisit Common Rubrics
- Identification, Analysis of Relevant Data to Drive Instruction
- Increase Vertical Alignment in Core Classes
- Revisit and Strengthen Freshman Math and English Essentials
- Revisit and Strengthen Connections Lab
- Revisit and Strengthen Seminar Curriculum
- Create and Implement Book of the Year Interdisciplinary unit
- Develop at Project Based Learning assignment in each class

Year 2 Rationale:

In Year 2, it is crucial that AEE shore up, improve, and implement with even greater success the curriculum developed in the previous year. Again, our first priority is in establishing consensus in our Focus Standards and expectations for writing, speaking, and presentations. A high priority is also placed on ensuring our Freshman curriculum plan is effective. This means addressing concerns related to the Math and English Essentials and the Curriculum Lab. Our curriculum should become more greatly aligned from Freshman to Senior year, and in grade level teams, the Book of the Year will also establish a starting point for our interdisciplinary units. Each teacher will also be required to create at least one Project Based Learning assignment, with the goal of showcasing these completed projects to family and community.

Year 3 Goals:

- Revisit Focus Standards
- Revisit Common Rubrics
- Identification, Analysis of Relevant Data to Drive Instruction
- Revisit and Strengthen Math and English Essentials
- Revisit and Strengthen Connections Lab
- Revisit and Strengthen Seminar Curriculum
- Revisit and Strengthen Project Based Learning Assignment
- Create and Implement Book of the Year Interdisciplinary Unit
- Increase Vertical Alignment
- Increase Interdisciplinary Connections (Horizontal Alignment)

Year 3: Rationale

Because much of the curriculum plan regarding the Freshman and Seminar class has been workshopped for two years, year three will provide an opportunity to assess what is working, what is not, what needs to go, and what must be kept. And because of the unique issues surrounding ninth grade, their curriculum remains a priority. A concerted focus will be to strengthen interdisciplinary connections.



Professional Development 2011-12 Calendar	
August	
13- (Pupil Free) Welcome back (Staff Meeting):	AEE Teacher Orientation and expectations, Policies and Procedures, working effectively in Professional Learning Teams, creating a safe and nurturing classroom.
Interdisciplinary Teams:	Interdisciplinary Curriculum Planning: Setting goals, and expectations and Protocols
14- Professional Learning Teams:	Establishing expectations and protocol; S.M.A.R.T goal Setting
15- PRIM Strategies- Pre Referral Intervention Manual-	Strategies to assist the teachers in managing the classroom before seeking the help of other professionals.
16- Curriculum Development:	Establishing the seminar class and preparing the curriculum.
17- Curriculum Development:	Seminar classes curriculum continued.
20- Professional Development:	Implementing student led conferences during back to school night (late August- early September)
27- Instructional Development:	Scaffolding Instruction to ensure the success of all students (focus on the special needs student). Effective ways to ensure the success of all students. (EL/SEL/Special Needs)
September	
10- Curriculum Development-	Seminar and Intervention curriculum
24- - Professional learning team:	Implementation of scaffolding in the classroom. (Lesson sharing)
October	
1- Curriculum Development:	Seminar, career and intervention development.
8- Interdisciplinary teams:	Learning by Design: Developing Interdisciplinary Projects in the curriculum.
15- Instructional Development:	Writing across the curriculum
22- Professional Learning Team:	Implementation of writing across the curriculum in the class. (Lesson sharing)
29- Professional Development:	Utilizing data to make decisions about curriculum
November	
5- Curriculum Development:	Seminar, career and intervention development
19- Department teams:	Periodic assessments and aligning the curriculum
26- Interdisciplinary Teams:	Learning By Design
December	
3- Curriculum development:	Seminar, career and intervention class curriculum development.
10- Professional Learning Team:	Portfolio development, evaluating the end of semester.
January	
7(Pupil Free Day)- Faculty meeting:	Policies and Procedures, using data to inform instruction.
8- Department:	Aligning the curriculum
9- Curriculum Development:	Seminar and Intervention



10- Curriculum Development: Seminar and Intervention
11- Curriculum Development: Seminar and Intervention
14- Interdisciplinary Team: Book of the year
28- Student Led Conferences: Implementation and preparation for Student Led Conference
February
4- Professional Development: Creating collaborative groups in the classroom.
11- Professional Learning Teams: Implementing small groups in the classroom.
25- Department Meeting: Periodic/common assessments
March
4- Curriculum Development: Seminar and Intervention
11- Interdisciplinary Team: End of year Project
18- Professional Development: Teaching in a Block: Bell to Bell Instruction
25- Professional Learning Teams: Implementation of strategies
April
1- Curriculum Development: Seminar and Intervention
15- Curriculum Development: CST Intervention
22- Professional Development: Sharing of best practices
29- Professional Development: End of the Year Projects
May
6- Curriculum Development- Seminar and Intervention
13- Department- End of year assessments
20- Portfolio development, evaluating the end of year.



Academies of Education and Empowerment
Public School Choice 3.0
School Calendar
Appendix I

AUGUST						
M	T	W	T	F	S	S
		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		

SEPTEMBER						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER						
M	T	W	T	F	S	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER						
M	T	W	T	F	S	S
			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		

DECEMBER						
M	T	W	T	F	S	S
					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						

JANUARY						
M	T	W	T	F	S	S
	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			

FEBRUARY						
M	T	W	T	F	S	S
				1	3	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			

MARCH						
M	T	W	T	F	S	S
				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

APRIL						
M	T	W	T	F	S	S
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					

MAY						
M	T	W	T	F	S	S
		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		

Pupil Free day: August 13, 2012
 First day of Instruction: August 14, 2012
Unassigned: September 17, 2012
 Winter Break: December 18, 2012- January 4, 2013
 Second Semester: January 8, 2013
 Pupil Free Day: January 7, 2013
Unassigned Day: March 29, 2013
 Spring Break: April 8-12, 2013

Holiday/Unassigned

Pupil Free

Professional development

Beginning of Semester



AEE Bell Schedule

Period	Monday PD 298 Instruct Minutes	Minutes	Period	Tues	Wed	Th	Fri	Tue - Fri 382 Instruct. Minutes	Minutes
1	8:00 – 8:43	43	Per 1/2	1	2	1	2	8:00 – 9:40	100
2	8:51 – 9:39	48	Nutriti on	N	N	N	N	9:40 – 9:55	15
N	9:39 – 9:54	15	Per 3/4	3	4	3	4	10:03 – 11:41	98
3	10:02 – 10:45	43	Lunch	L	L	L	L	11:41 – 12:16	35
4	10:53 – 11:36	43	Per 5/6	5/6	5/6	5/6	5/6	12:24 – 2:02	98
L	11:36 – 12:11	35	Per 7	7	7	7	7	2:10 – 3:12	62
5	12:19 – 1:02	43							
6	1:10 – 1:53	43							
PD	1:53 – 3:12	79							



AEE policies on Retention, Graduation and Student Behavior

Retention policies:

Credits needed for student matriculation:

- 9th to 10th -- 55 credits
- 10th to 11th --110 credits
- 11th to 12th --170 credits

Students who do not meet their credits by the end of the academic year will be retained in their current grade level until they are able to recover their credits. Students will be provided the following credit recovery:

- ROP classes
- 7th period class
- College classes
- Adult school

Graduation policy:

In order to participate in the high school graduation ceremony and receive a high school diploma, students must meet all of the requirements of **AEE**, including completing all of the graduation requirements as set by the California Department of Education and **AEE**.

Other graduation considerations:

- Students may not exceed 60 hours of unexcused absences in their 12th grade year.
- Students who have completed the necessary credit for graduation at the end of the eight semesters may graduate at that time and participate in commencement exercises in May.
- Diplomas issued to graduates at the end of the first semester of the senior year will bear the date of May of that year.
- A form requesting to graduate early must be completed and filed with the **AEE** counselor by the beginning of November

Student Behavior Policy:

AEE will utilize the standard policies and procedures laid out in the LAUSD Parent and Student handbook. Furthermore, **AEE** will make every effort to align its behavior policies with the other schools sharing the Carson High School Campus, especially in regards to tardies, truancies, dress codes and suspensions to ensure uniformity of behavior.

Within the classroom, **AEE** will use PRIM (Pre-Referral Intervention Manual) strategies with the goal of creating a uniform approach to dealing with classroom behavior issues. Standardized Behavior Modification Plans, Student Contracts, and other strategies based on PRIM and other best practice methods will be implemented at **AEE**.



Behavior Modification Plan

Student: _____ Teachers included: _____ Counselor: _____

Date initiated: _____ Student Behavior Review Dates: _____

GOAL: The purpose of this Behavior Modification Plan is to encourage positive behavior from this student in the classroom. With improved behavior, this student will have better relationships with peers and with teachers. And most importantly, this student will find academic success in the classroom.

Positive Behaviors to Encourage	Problem Behaviors to Discourage
<p>Well Mannered: raising hand before speaking acknowledging classmate's ideas when speaking staying seated using phrases like: <i>excuse me, thank you, please</i> saying hello to teacher and using Mr./Mrs. title</p> <p>Positive Body Language: head up solid eye contact sitting straight</p> <p>Actively Engaged: taking notes listening to other's ideas participating in group discussion asking questions Volunteering to help Completing class activities and work in given time, or finishing them for homework Prepared for class: all materials are ready to go when the bell rings, including notebook, textbook,</p>	<p>Rude Manners: speaking out of turn making loud noises making fun of other students, even friends making comments that are off topic leaving trash on the floor use of foul language addressing teachers by last name</p> <p>Negative Body Language: head down, sleeping slouching in desk zoning out with a look of disinterest</p> <p>Disengaged: not taking notes not listening to others not paying attention or following group discussion not asking questions not helping out when help is needed lack of focus on class assignment not finishing work use of cell phone or other electronic device (texting, listening to MP3 player, etc.)</p> <p>Unprepared for class: nothing on desk when bell rings asks to borrow pen and paper forgot book or notebook</p>



Principal's Job Description

The Academies of Education and Empowerment

The LAUSD Academies of Education and Empowerment is looking for a highly motivated, experienced principal to join our school community. We are looking for a principal who will clearly see themselves as a member of a school community who can help to enhance student learning by partnering with faculty and community members to foster a culture of academic achievement.

AEE believes that the school leadership will have a fundamental impact on the success of the school, and at the center of this leadership is the principal. Because of this, successful candidates must believe in the goal of creating informed 21st Century citizens, in the idea that all students can learn at a high level, and that education is a central part of creating a functional democracy. Furthermore, a successful candidate must believe in the small schools model inherent in the LAUSD Pilot School Model as well as career-based learning positive effects on student learning.

Responsibilities will include the following standards outlined in the California Professional Standards for Educational Leaders:

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards- based education system.
- Use the influence of diversity to improve teaching and learning.
- Identify and address any barriers to accomplishing the vision.
- Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
- Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
- Promote equity, fairness, and respect among all members of the school community.



- Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- Create an accountability system grounded in standards-based teaching and learning.
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize effective and nurturing practices in establishing student behavior management systems.
- Establish school structures and processes that support student learning.
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
- Align fiscal, human, and material resources to support the learning of all subgroups of students.
- Monitor and evaluate the program and staff.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Recognize and respect the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and respect.
- Incorporate information about family and community expectations into school decision-making and activities.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.



- Communicate information about the school on a regular and predictable basis through a variety of media.
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Standard 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
- Protect the rights and confidentiality of students and staff.
- Use the influence of office to enhance the educational program, not personal gain.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision-makers in the school community.
- Collect and report accurate records of school performance.
- View oneself as a leader of a team and also as a member of a larger team.



- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

Minimum qualification:

- Masters Degree
- Valid California Administrative Credential
- 5 years teaching experience (preferred)
- 3-5 years school administrative experience
- A significant understanding of school matrices
- A valid California Teaching Credential (preferred)

Hiring Process:

Please submit resumes to AEE Staff Selection Committee at 22328 S. Main Street, Carson CA, 90745. Resumes will be reviewed and a short list of potential candidates will be selected for the interview process. Each candidate will be interviewed by the Staff Selection Committee made up of AEE staff, parents, and community members. Based on interviews, the Staff Selection Committee will make a recommendation to AEE Governing Council for approval. AEE governing council will then make a recommendation to the local district superintendent for final approval.



MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<ul style="list-style-type: none"> • Students with disabilities will be identified, monitored and served utilizing the Special Education Policies and Procedures Manual. • Parents/guardians , faculty or any school personnel who believes the student may require special services may make a formal request for initial assessment using the STARS referral. Based on the referral the STARS team will review the student records and deny or provide parents/guardians with a special education assessment plan within 15 days. • Faculty will be trained in the identification of learning disabilities in order to make referrals. (Special education training will be provided as a part of PD, dealing with learning disabilities and strategies for inclusion of the special education population. • Students enrolling in AEE that have a special education designation will notify Special Education office of IEP and Counselor will notify special education office prior to scheduling a student whose enrollment has a red flag. • Parents with students in special education will be provided with A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards) and a three year assessment plan, which will be sent home and also be available in the Special Education Office during IEP’s. • Staff will be prepared to help parents fill out forms or explain campus procedures, as well as properly route the paperwork and information to the appropriate location.
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>All students will have access to the core instruction through regular class participation, as well as a more intensive intervention based on student need. Intervention will be tiered to maximize support for the most needy students, while also ensuring support for all students.</p> <ol style="list-style-type: none"> 1. The first level of intervention will be to provide by classroom teachers. The teachers with Special education students will be provided a “Passport”,



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>which will identify necessary classroom accommodations such as: SDAIE Strategies, differentiated instruction, scaffolding or other instructional strategies that will provide support and allow access for all special needs students.</p> <ol style="list-style-type: none"> 2. The second level of intervention will be done by using the 7th period schedule to allow the students to participate in tutoring and academic support. The intervention class will allow students to work on basic math and English skills so that they are able to be successful in their core content class and on tests like the CST and CaHSEE. 3. The third level of intervention will be the use of the Learning Center33rt33tttz (REF-2023.2) to provide extra help in small group settings for the students. This will allow the core teacher to send or refer a student to receive tutoring from an RSP teacher or instructional aide.
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>The LAUSD Discipline Foundation Policy will be applied to all students, including students with special needs. Student discipline procedures in regards to expulsions and suspensions will follow district policy as well as federal, state and local requirements.</p> <p>Prevention:</p> <p>In order to establish, teach, monitor and reinforce positive behavior, students will learn the following expectations for all students including students with disabilities:</p> <ol style="list-style-type: none"> 1. Students will come to school prepared to learn and will keep interruptions or passes to a minimum. 2. Students will complete assigned task to the best of ability. 3. Students will be respectful of peers, adults and district property. <p>These behaviors will be promoted and reinforced through creating a culture of recognizing positive behavior. In addition to understanding the behavioral expectations of the school, students will participate in an anti-bullying curriculum</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>called Rachel’s Challenge, during the fall of the Freshmen year. Any student who transfers to AEE will participate in it the first Fall semester enrolled.</p> <p>Intervention :</p> <p style="padding-left: 40px;">Students who fail to follow the basic expectations, will receive interventions to correct the behavior. The interventions will be based on PRIM strategies, which are designed to address poor behavior in the class before escalating to the dean, which may result in suspension and/or expulsion.</p> <p style="padding-left: 40px;">Special Education case load carrier will be responsible for discussing implementing and reviewing target interventions to create students Behavioral Support Plans. Student data in regards to behavior and skills utilized will be tracked and analyzed through the use of Welligent.</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>Carson High School had a student population of 333 Special Educations students during the 2010-11 school year.</p> <p>Disabilities included the following: Specific Learning Disabilities (SLD)-202, Mental Retardation (MR)- 36, Autism (AUT)-31, Other Health Impairments (OHI)- 22, DEA- 10, Hard of Hearing (HOH)- 17, Emotionally Disturbed (ED)- 6. 188 were placed in Special Day Program and 131 students were serviced in the resource program. Additionally in 2010-11 16 students had an active 504 plan.</p> <p>AEE will take a portion of students who wish to participate in the AEE program and curriculum. Special needs students will be accommodated through the general education classroom with accommodations that are appropriate for their needs.</p>
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>Students will be placed in the least restrictive environment that will best serve the needs of the students. Placements will be based on the following categories from least restrictive to most restrictive.</p> <ol style="list-style-type: none"> 1. General Education with Consultation: This is the least restrictive environment where students are serviced in the general education classroom without



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>accommodations or modifications to the curriculum and instruction. The service provider will communicate with the general education teacher and monitor student’s progress according to the IEP.</p> <ol style="list-style-type: none"> 2. General Education with accommodations: The student is serviced in the general education classroom, but is allowed accommodations by the general education teacher based on the students IEP. Service provider is responsible for communication with general education teacher and monitoring students’ progress. 3. General Education with direct educational support in the general education class: The student will be serviced in the general education class, but will be provided with direct support by a special education teacher, support services or a paraprofessional to provide direct instruction or educational support to the student or group of students through the use of a co-teaching model. 4. General Education with special education outside of the general education class: The student will receive special education support outside of the general education setting. The student will receive selected services or all services he/she needs that are not appropriate to the general education classroom. These include but are not limited to, time in the learning center, special schools, home instruction, and instruction in hospitals and institutions. The special education teacher/service provider is responsible for monitoring the student progress.
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<ul style="list-style-type: none"> • IEP meeting dates are scheduled by the case carrier in conjunction with a dedicated clerk, referred to as the Modified Consent Decree (MCD) Clerk., who maintains the calendar, ensures parents and appropriate faculty receive notification of the IEP meeting, and arranges translator or sign language interpreter for meeting as needed. • All meetings will be scheduled based on the timeline as dictated in the Policy and Procedures Manual.



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • All IEP meetings will be held in the Special Education learning center conference room, where there is a phone available in case of conference call. • Communication between team members occurs through Welligent, District IEP software, district email and office memo's. • Once the IEP is signed, appropriate staff will implement changes as needed. AEE counselor will make scheduling changes as necessary, Disabled Student Services will be notified to begin/end service. Behavioral Support Plans will be entered into the students file and shared with the teacher.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>A request for an initial assessment for special education services may be started by the parent or by the result of a referral to STARS.</p> <p>Once a referral is made, students will participate in the student success team meeting, where appropriate faculty (administrator, counselor, psychologist, academy/intervention coordinator, special education and general education teacher), parent and student will work together to ensure that all of the areas of suspected disability are met and to ensure the success of the student. This meeting will take place within 30 days of the request for an IEP. The success team will revisit the student plan within 3 months to assess student success. After 6 months, student will either be removed from student success team for successfully making adjustments or be tested and referred for an IEP.</p> <p>Lastly all state and LAUSD special Education Policies and Procedures will be adhered to.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>In order to ensure that all students have access and equity to the AEE curriculum, teachers will adhere to state standards in planning instruction. To ensure that the students are able to access the material appropriate to their learning level, teachers will be required to show evidence of backwards planning and</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>modifications to their lessons specific to IEP. Lastly, teachers will show evidence of utilizing strategies related to achievement of goals and objectives outlined in the IEP</p> <p>Examples of accommodations and modifications that will be used include Scaffolding instruction, which includes but is not limited to modeling outcomes, breaking down into smaller chunks and activating prior knowledge. In addition to scaffolding, teachers may employ the following accommodations and modifications including: reduced workload, extended class time, clarification of directions, peer assistance, and frequent checks for understanding. Students will be able to access the appropriate and grade level material by placing the students in small groups, utilizing the Learning Center to access material and providing summarized versions or visuals of the material.</p> <p>In addition to accommodations and modifications made by the classroom teachers, students will have access to RSP teachers and Special Education Instructional Assistants who collaboratively work with the classroom teacher to make adjustment to implement the IEP.</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Special needs students will be mainstreamed in the general education classroom and in the least restrictive environment and will not utilize alternative standards. IEP will be modified to reflect accommodations necessary for students to access the California State Standards.</p> <ul style="list-style-type: none"> • To facilitate the implementation of these standards, ATCA seniors participating in Exploratory teaching will provide one on one tutoring for students requiring additional help accessing the curriculum. • Students will be provided the following modifications. All instruction planning will use scaffolding instruction, graphic organizers and modified text. Students needing accommodations will receive a reduced workload, extended time and preferential seating. • Accommodations based on IEP to allow access to the standards



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • All students will be taught utilizing the standards. • The RSP teacher and Special Education Instructional Assistants (TA's) collaboratively work with the classroom teacher to make adjustment to implement the IEP. RSP teachers will make recommendations for instruction based on student need and data.
Outcome 13	Plan to provide Supports & Services	The IEP team with the support of the RSP teacher will determine what services a student requires related services to receive the most educational benefits from his or her instructional program. The IEP's determination will make sure to provide free and appropriate public education ,and will be coordinated by the special education coordinator/MCD clerk using the Welligent Tracking Log
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>Students 14 years and older have a completed Individual Transition Plan, which will be provided by the District Office of Transition Service(DOTS), which is currently on staff through Carson's Heart Office. On site DOTS teacher and MCD clerk will ensure that:</p> <ul style="list-style-type: none"> • All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. • Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" and "Summary of Performance" on file in their records and will be provided with a copy for future reference. • Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post-secondary outcomes. • All students with an IEP will take a test and develop an ITP (Individual Transition Plan) with activities aligned to Education/Training, Employment, and Daily Living Skills by their 14th birthday.



MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal requirement</p>	<p>Access to Extra-Curricular/Non academic activities:</p>	<p>Students will have access to all clubs and CTE/ROP courses provided by AEE as well as team sports housed at Carson High as applicable. Student participation in extracurricular and nonacademic activities will be done on a case by case basis at the IEP meeting. Students requiring support and or services for participation in the activity will have it noted in their IEP on FAPE 1. Likewise, students who qualify for participation in a sport will receive support and accommodations that are listed on the IEP. In order to create awareness and garner participation ,RSP teachers will help develop and support self-advocacy skills so that students may participate in curriculum offered at AEE as well as try-out for clubs and teams.</p> <p>In addition to general education activities, students may participate in transition programs at Harbor College.</p>
<p>Federal requirement</p>	<p>Providing Extended School Year</p>	<p>AEE’s Extended School Year plan (ESY) will be based on the district reference guide REF 5276.1.</p> <ul style="list-style-type: none"> • The IEP will make a determination if an ESY will collect data and evaluate if the ESY services are a necessary part of a student’s IEP to provide FAPE. ESY services are not automatically required for every student with disabilities every year. • Eligibility for ESY is documented in the IEP on FAPE 1 and FAPE 2 section 4. • ESY applications will be provided to the parent and collected to submit to the teacher prior to the due date in order to ensure continuation of services listed in the IEP. These services include: transportation, AA, and DIS services.



MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<p>1-2: All students will participate in statewide assessments, including the CAHSEE and CST (English, Math and any other appropriate test). Students with severe disabilities or requiring alternative curriculum will be assessed via a modified method.</p> <p>3: To improve graduation rates, we will make sure that students are aware of credits and graduation requirements. In addition, when appropriate students will receive extra support on CAHSEE as well as be provided intervention to improve classroom grades through the 7th period and extended school year to make up credits.</p> <p>4: Students who will finish high school with a certificate of completion will be handled similarly to improving graduation rates by keeping students informed on credits, providing intervention and extended school year to make up credits. Additionally, students will be eligible to stay in school until their 22nd birthday.</p> <p>5: In order to reduce suspensions, AEE will utilize PRIM strategies in the classroom as well as behavior modification plans. In addition, AEE will make every effort to increase communication between teachers and special education staff. In addition, the 504 plan will be used to determine what is appropriate for each child based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to compete when compared to the non-disabled. With the ultimate goal of providing students, with or without disabilities, with the knowledge and compensating skills they will need to be able to function in life after graduation.</p> <p>6: To ensure that all students are in the Least Restrictive Environment AEE staff will ensure good communication between all stakeholders during the year to make sure that the student is in the environment that is the conducive to their learning.</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>7A: Students with specific learning disabilities or impairments (SLD or SLI) or other health impairments will be mainstreamed in the general education population with support or one on one assistance (OHI) as needed and provided by special education funding.</p> <p>7B: Least Restrictive Environment, Students with mental disabilities (MD) or Orthopedic impairments will be mainstreamed in the general education population with support or one on one assistance as needed and provided by special education funding.</p> <p>8: Every reasonable effort will be made to ensure that students with disabilities will attend the school they would attend if they were not identified as disabled.</p> <p>9: Students with disabilities age 14 or older will be provided with compliant plans for transition into adult living as part of their IEP's. This will be accomplished by utilizing resources of the DOTS.</p> <p>10: To ensure the timely completion of evaluations, AEE will follow all state mandates. The MCD clerk and/or RSP teacher will ensure that all necessary evaluations are calendared and performed within 50 days.</p> <p>11: To ensure appropriate complaint response time, AEE will utilize a dedicated clerk to address complaints and if need be set up an IEP to amend and resolve issues as appropriate within 30 days.</p> <p>12: Informal dispute resolution procedures will be conducted within 20 working days.</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>13: To ensure that all eligible students are receiving the proper delivery of Special Education services AEE will use district performance outcome standards to measure the delivery of special education services in accordance with the students IEP, as well as determine its compliance with the law.</p> <p>14: To ensure increased parent participation in the IEP process, AEE will ensure that open communication is occurring between the school and the parent. In addition AEE will ensure that parent participation in IEP is in accordance with the law.</p> <p>15: AEE will ensure that IEP are translated into the primary language within 30-60 days of the IEP. District provides seven primary language translations.</p> <p>16: AEE hiring process will ensure that qualified special education teachers will be hired.</p> <p>17: AEE’s IEP team will create Behavioral Support Plans for students with Autism or Emotional Disturbance to ensure that appropriate strategies are implemented to address behaviors that impedes learning</p> <p>18: African American students identified with Emotional Disturbance in accordance to IDEA requirements will receive comprehensive evaluation to determine supports and behavior modifications appropriate to their disabilities.</p>
All	Professional Development	Educating the general education teacher of learning disabilities and appropriate accommodations is an essential part of developing successful members of the community. AEE will create opportunities within the professional development plan to share best practices and learning strategies for the students. In addition the PRIM strategies will give the classroom teachers the tools necessary to meet the



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>needs of the students. For example the AEE will address learning disabilities and how to ensure differentiated application of knowledge and skills in a tiered structure to meet the needs of both general and special education students within the classroom.</p>
<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<p>Staffing:</p> <ul style="list-style-type: none"> • A job description will be supplied to recruit special education staff that is highly qualified to deal with students with learning disabilities, run and support IEP's, adhere to state and federal mandates and to provide services for the special education population that best meet the needs of the students. • AEE principal will verify and monitor that all necessary special education credential are possessed by all staff. Additionally they will ensure that the service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. Special education service ratio will be capped at 18:1, with an RSP caseload of 28 students. • AEE will have a dedicated MCD clerk to ensure compliance of all special education requirements. • To ensure the smooth operation of the special education department the following operations plan will be in place: <ol style="list-style-type: none"> 1. All special education equipment will be inventoried, stored and maintained in a common, centralized place. 2. When equipment is being used by a special education student, it will be checked out and returned to the centralized location after it is used. 3. The special education office will be responsible for making sure equipment is maintained and replaced as needed. <p style="text-align: center;">A plan will be created to ensure that students will be provided with a safe and healthy environment. Specifically the plan will address student health and nutrition by providing access to lunch and nutrition, as well as access to</p>



MCD OUTCOME	COMPONENT	SCHOOL PLAN
		a school nurse and psychologist. In order to ensure that students feel safe on campus, AEE will utilize PRIM strategies and the anti-bullying strategies outlined in the Rachel's Challenge.
	Fiscal	All special education funding will be based on district ratios and funding mandates.
Outcome 14	Parent Participation	<p>AEE believes that parent participation is an essential component of student success. To ensure that parents are involved in every stage of their child's education, AEE will implement the following:</p> <ol style="list-style-type: none"> 1. At the beginning of the year there will be a special education parent meeting to inform the parents of protocol and orientation for requesting and participating in the IEP, lodging complaints or expressing concerns about their student's education. Meeting goals include: <ul style="list-style-type: none"> • Emphasize the importance of parent involvement (parents are the best advocated for their child because they know their child and their needs) • Survey parents to assess best meeting times and home language, the needs are, and lastly how well the child is meeting the goals of the IEP. 2. To ensure that parents are a part of all components of the IEP, parents will be sent notification of meetings in their home language and sent home for parent signatures. 3. Follow up calls are made home prior to the meeting date prior to confirm attendance. 4. In additions parents will be sent a school news letter that will discuss the different opportunities they have to become involved in education or receive training. 5. Lastly, caseload teachers and general education teachers will be expected to maintain communication with parents as appropriate.



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>AEE</u>		
Lead Applicant <u>Gabriel Paez</u>	Title of Lead Applicant <u>Teacher</u>		
Mailing Address <u>22328 S. Main St. Carson, CA 90745</u>			
Phone Number <u>310-847-6000</u>	Fax Number <u>310-518-5817</u>		
Email Address <u>gap0784@lausd.net</u>	Website (if available) _____		

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.



Academies of Education and Empowerment
Public School Choice 3.0
Assurances Form
Appendix O

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 charter 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.

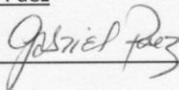
7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(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 Gabriel Paez

Title of Lead Applicant English Teacher

Signature of Lead Applicant 

Date 11/15/11



LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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

Date: November 15, 2011

School/Office: Academies of Education and Empowerment at Carson High School

Local District/Division: LD-8

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

Article XI: Transfers

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

AEE requests that all Design Team members be given priority placement at AEE Pilot School.

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

In order to facilitate the successful implementation of the school plan, it is crucial that all members of the Design Team are fully employed by AEE. Each Design Team member shares a vision and purpose that will propel AEE to meet the needs of its student population. As well, each Design Team member played a critical role in the development of the school plan and understands best the roles of and responsibilities of the faculty and staff at AEE.

Requesting Administrator's Approval

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

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 formed signed by the appropriate and by the Local District Superintendent/Division Head/Designee. Please complete a separate form or for each specific waiver request.

Date: November 15, 2011

School/Office: Academies of Education and Empowerment at Carson High School

Local District/Division: LD-8

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

Article IX: Hours, Duties, Work Year

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

A Lesson Plan Template will be designed (with faculty input), and all teachers are expected to use it.

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

For formal observation and evaluation purposes, AEE would like to utilize a common lesson plan template. The idea is to generate a template that expresses our common learning goals, shared focus on standards, and clear expectations for students and teachers. The template will be created with input from faculty and will allow for a certain amount of flexibility and innovation on the teacher's part.

Requesting Administrator's Approval

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

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 formed signed by the appropriate and by the Local District Superintendent/Division Head/Designee. Please complete a separate form or for each specific waiver request.

Date: November 15, 2011

School/Office: Academies of Education and Empowerment at Carson High School

Local District/Division: LD-8

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

Article X: Evaluation and Discipline

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

AEE will utilize a Peer Evaluation system to observe and evaluate faculty.

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

It is our belief that a bi-annual Stull Observation is not a reliable measure of a teacher's effectiveness, nor does it provide enough critical feedback to improve teacher instruction. AEE plans to implement a Peer Evaluation system through the use Professional Learning Teams—groups of roughly 3-4 teachers who will observe each other's classrooms, examine teacher data, and create portfolios that will be handed to the Peer Review Committee for an annual review.

Requesting Administrator's Approval

Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date



The Academies of Education and Empowerment at Carson High School
Elect to Work Agreement

1. PREAMBLE

The *VISION* of The Academies of Education and Empowerment at Carson High School is a school where teachers, students, parents, and community work together to unlock student potential and inspire them to make a positive impact on their society. Specifically, we hope to create socially conscious educators and active citizens. At our school, students will connect what they have learned in the classroom to real world situations and use that knowledge to make a positive difference in their own lives, and in the lives of others.

Our *MISSION* is to develop students as critical thinkers, to prepare them for college—for life beyond high school—and to provide them with opportunities to make a positive impact in their communities. We will empower the students to make changes in their communities and to challenge them to think critically about the world around them.

2. INTRODUCTION

I, _____, voluntarily elect to work at the Academies of Education and Empowerment at Carson High School (heretofore referred to as *AEE*). By signing this one year Elect to Work Agreement, I am agreeing to comply with the duties and responsibilities described below.

AEE Pilot School is under the Pilot Schools program described in the negotiated Agreement between the District and UTLA Agreement and the Memorandum of Understanding between Los Angeles Unified School District and United Teachers Los Angeles. You shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, you may receive a non-uniform salary pursuant to Government Code 3543.2 (e).

Other terms and conditions of my employment will be determined by *AEE* Pilot School and the Governing School Council, rather than by the Agreement. While not attempting to be exhaustive, this Election-to-Work-Agreement states the more important terms and conditions.

3. SALARY, BENEFITS, SENIORITY, AND MEMBERSHIP IN A BARGAINING UNIT

AEE employees will continue to be a member of UTLA. Employees will continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. Employees will continue to accrue seniority as they would if they were working elsewhere in LAUSD, and employees hired as teachers will receive the salary and benefits established in the UTLA Contract. Employees shall continue to attain and maintain “status and classification” as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).



Hiring

AEE's hiring committee may select staff without regard to seniority or membership in LAUSD, and they may formulate job descriptions for AEE staff. The acceptance of non-LAUSD staff shall be in compliance with collective bargaining agreements.

4. TERMS OF EMPLOYMENT AND WORK YEAR

The School Year and Work Day

AEE will align its calendar to the LAUSD Traditional Single-Track Calendar. The work day for teachers will be from 7:45 am until 3:15 pm. Teachers are expected to sign in and sign out on a daily basis. Teachers are also expected to attend after school faculty meetings, not to exceed 2 hours per week.

Substitute Coverage

All teachers may be asked to cover classes for their colleagues on a rotating basis for which they will be compensated. All teachers will keep substitute lesson plans on file in the Main Office, and they will report absences as early as possible, using the District Subfinder System—to avoid unplanned coverage by colleagues.

Required Duties Include:

Curriculum: Design and Delivery

- Teachers are expected to fulfill all of their professional, contractual duties, including taking attendance, keeping a grade book, meeting deadlines for grade submission, and so forth.
- Teachers are expected to attend 3 days of professional development for 8 hours each day, prior to the end of summer vacation. Specific dates will be provided at least three months in advance, and are dependent upon the end of summer school and the LAUSD Academic Calendar. These will be paid days.
- Teachers are expected to attend all professional development sessions throughout the year.
- Professional development time is to be used on curriculum planning and revision, reflection on student progress and student needs, review and planning of assessments, and analysis of and training in effective teaching strategies.
- Teachers are expected to create and utilize common formative and summative assessments.
- All teachers are expected to work collaboratively with peers, including developing and implementing lessons and units—including Project Based Learning—in disciplinary and interdisciplinary teams.



- Teachers are expected to acknowledge and support the school’s Education and Social Justice focus in their curriculum and teaching methods.
- Teachers are expected to be open-minded, flexible, creative, and compassionate, and consistently demonstrate these qualities while interacting with students, parents, and fellow faculty members.
- Teachers are expected to implement and help design Seminar and Intervention curriculum.
- Teachers are expected to work effectively with students with disabilities to create the least restrictive environment, to work with paraprofessionals in the classroom, and to understand and implement goals and objectives written within the Individual Education Plans (IEP’s).
- Teachers are expected to utilize SDAIE and other effective, research based strategies to effectively instruct English Language Learners and Standard English Learners.
- Teachers are expected to utilize a standard, recognized lesson plan template for planning purposes. During evaluation, teachers are expected to utilize the common **AEE** Lesson Plan Template.
- Teachers are expected to embrace an “open door” policy that welcomes other teachers, staff, and stakeholders into their classroom.
- Teachers are expected to participate in Learning Walks, modeling of effective teaching strategies, and engage in reflection among faculty, staff, and other stakeholders.
- Teachers are expected to utilize an online grading system, selected by the AEE Leadership Team.

Parent Communication and Outreach

- Teachers are expected to keep records of meetings, emails, and phone calls to parents.
- Teachers will attend two evening family conferences—Back to School Night and Open House—during the school year, and they will utilize Student Led Conferences, as defined by the Professional Development and Data Steering Committee, during these events.
- Teachers are expected to attend all parent meetings, conferences, and appropriate Student Success Team and IEP meetings related to students in their classes.
- Teachers are expected to attend the ninth grade orientation. The date for this orientation will be scheduled at least 3 months in advance.
- Teachers are expected to aid in the planning of, or attend at least one 8th grade recruitment fair.

Professional Culture and Distributive Leadership

- Teachers are expected to use their “lauds.net” email accounts, and to check them daily.
- Teachers are expected to be responsible for one extra-curricular activity or school promotional event each semester.
- Teachers are expected to be involved in one standing committee, ad hoc committee, club, or program during the year.



- Teachers are asked to create 1 after school, 45 minute block per week, to serve as “office hours”, or to help monitor detention.
- Teachers are expected to participate in the WASC process.
- Teachers may be asked to contribute to supervision during special school events, passing periods, and when needed.
- Additional, supplemental hours and tasks necessary to complete the mission of **AEE** may be assigned by the administration as needed.

Rationale

As a faculty member of **AEE**, I understand I am asked to put students needs first at all times. When planning the curriculum, I agree to work creatively to meet the diverse learning styles and needs of our student population. I have read and agree with the **AEE** mission statement and intend to use project-based, constructive learning whenever possible in my curriculum. In order to do this, I agree to teach, plan, and reflect collaboratively. My lessons and curriculum will reflect the *California State Standards for Instruction*, and my method of instruction will be grounded in research based, best practice strategies tailored to meet the needs of my students. I know that **AEE** aims to have interdisciplinary curriculum that works horizontally at grade-level and that builds vertically throughout a student’s four-year education with us. In order to plan and implement this kind of curriculum, I agree to meet with my teaching teams in order to assess student needs, reflect on student work, and revise and develop curriculum.

Furthermore, I agree to support the overarching themes of this school—Education and Social Justice—by incorporating them into my curriculum and teaching methodology. As a small, independent school, I recognize that all teachers need to share in distributive leadership, and I will help lead.

Compensation for Additional Hours

Every effort will be made to compensate teachers for hours beyond those required by the UTLA contract. Compensation will depend on the availability of funds.

5. PERFORMANCE EVALUATION

Employees shall continue to be subject to the following provisions of the Agreement: Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2 (e)) and Discipline (Article X), and Peer Assistance and Review (Article X-A).

Teachers will establish a Professional Portfolio consisting of the following: Curriculum Maps for classes taught, lesson plans (two per semester, the same used during observation), and teacher performance data (Administrative observation, Peer observation forms and reflections, student end of semester surveys, Learning Walk data, and relevant test scores). Teachers will also use the Professional Portfolio to establish yearly professional goals and reflect on their professional growth. During the first month of the school year, each teacher will fill out a pre-observation



form listing his/her professional goal(s) for the year. The goals are taken from the *California Teaching Standards*. Each teacher will then meet with the principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the administration, by teachers observing other teachers, and through Learning Walks. A post observation meeting between the teacher and administrator will follow the formal observation. Each semester students will fill out an evaluation form for each teacher.

6. DISPUTE RESOLUTIONS

The following Articles of the Agreement shall continue to apply to you and shall be subject to the Grievance provisions of the Agreement.

- Leaves (Article XII)
- Reduction in Force (Article XIII)
- Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
- Peer Assistance and Review (Article X-A)
- Dues Deduction (Article IV-A)
- Salary (Article XXXVIII)
- Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- Election of Chapter Chair (Article IV, Section 8.0(a) through (c))

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process.

7. EXCESSING (Transfers: voluntary and involuntary)

You may transfer from **AEE** Pilot School at the end of each school year. Similarly, **AEE** Pilot School may unilaterally transfer you at the end of each school year. In the case of an Involuntary Excess, all terms and procedures of the UTLA contract will be applied: you will be transferred to a vacancy for which you are qualified at a school within the geographic area in which **AEE** Pilot School is located, or if no such vacancy exists, you will be transferred to another geographic area.

8. DISMISSAL

You will be subject to dismissal from the District in the same manner as other UTLA-member employees of your status who are not working at a Pilot School. Additionally, the contract for provisional teachers is limited to one school year of employment

SIGNATURES

I voluntarily elect to work at The Academies of Education and Empowerment at Carson High School (AEE). I acknowledge that I have read all its provisions, including the attached job



Academies of Education and Empowerment
Public School Choice 3.0
Elect-to-Work Agreement
Appendix S

description and dispute resolution guidelines incorporated herein, and I agree to all terms and conditions of employment stated.

Name: _____ Date: _____

Principal: _____ Date: _____



AEE 2012-13 Proposed Budget

General Unrestricted Funds 2012-13

Description	Rate	Enrollment	ADA	Allocation
Senior High Per Pupil	\$4,333.00	500	90.02%	\$1,950,283.80
Total Revenue				\$1,950,283.80

Description	FTE	Cost	Calculated AEE cost
Principal	1	\$142,976.00	\$142,976.00
Plant Manager	0.18	\$82,174.00	\$14,791.32
Building and Grounds workers	.18	\$55,723.44	\$10,031.22
Schools Facilities	.18	\$40,472.22	\$7,285.00
Custodian	.18	\$58,033.00	\$10,445.94
Custodial Supplies	.18	\$16,515.00	\$16,515.00
Counselor	1.18	\$89,079.00	\$105,113.22
Differentials/Longevity (Sal)			\$16,320.00
Pay Scale Level Advance			\$6,829.00
Financial Manager	.18	\$81,772.22	\$14,719.00
Instructional Materials			\$10,000.00
Nurse	.18	\$83,333.33	\$15,000.00
Librarian	.18	\$88,118.00	\$15,861.24
Computer Tech	.18	\$53,000.00	\$9,540.00
Campus Aide	.5	\$46,367.00	23,183.50
School Administrative Assistant	1	\$68,061.00	\$68,061.00
Psychologist	.18	\$99,148.00	\$17,846.64
Substitute Certificate (Day to Day)	120 days (16 teachers x 10 days)		\$45,280.00
Substitute Classified			\$1,714.00
Teachers	16		\$1,396,128.00
Summer Training	8hrs- 3 days	\$25	\$9,600.00
Sub Coverage, Learning Walks			\$4,000.00
Activity Differential			\$2,142.00
		Total Cost	\$1,948,590.76
		Total Revenue	\$1,950,283.80
		Difference	+\$1,693.04



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

This Good Faith Shared Use Agreement was written in the event that Carson High School campus is to 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.



Petition for Governance Model

Voting by the entire Carson High School staff for Carson High ESBMM model, AEE pilot (ATCA) and AMA pilot (CHAMPS) schools was conducted on February 1 & 2, 2012 by UTLA representatives. A total of 95 teachers voted on the plan with the following results:

1. Carson High School should be a school with no pilots.	YES	59	62%
2. Carson High School should be a school with one pilot, ATCA	YES	1	.01%
3. Carson High School should be a school with one pilot, CHAMPS	YES	4	.04%
4. Carson High School should be a school with two pilots, ATCA and CHAMPS	YES	30	31.5%
	ABSTAINED	1	.01%

Carson Senior High School should be an ESBMM school

64 Yes 18 No (3-Abstain)

Choose only one:

- 59 Carson Senior High should be a school with no pilots.
- 1 Carson Senior High should be a school with one pilot, ATCA.
- 4 Carson Senior High should be a school with one pilot, Champs.
- 30 Carson Senior High should be a school with two pilots, ATCA and Champs.

1 Abstain

Recount-2/6/12 psh

95 Ballots



Academies of Education and Empowerment
Public School Choice 3.0
Petition For Governance Model
Appendix V

Voting by the ATCA SLC was conducted on January 31, 2012 by UTLA representatives a total of 11 teachers voted on a converting the existing SLC into a pilot school with the following results:

YES 9 82%
NO 2 18%

By signing below I certify that I am a member of the ATCA SLC and that I have received a ballot in regards to the SLC conversion to AEE pilot.

Name	Room	SLC	Signature
William Aguirre	C24	ATCA	<i>Aguirre</i>
Benjamin Bravo	S2B	ATCA	<i>B. Bravo</i>
Joseph Davidock	L5	ATCA	<i>Davidock</i>
Gemma Kiyuna	N0	ATCA	<i>Kiyuna</i>
Gabriel Paez	L6	ATCA	<i>Paez</i>
Jessica Ravelo	L2	ATCA	<i>Ravelo</i>
Denise Rendon	L3	ATCA	<i>Rendon</i>
Marco Rocha	C22	ATCA	<i>Rocha</i>
Steven Soltisik	S3	ATCA	<i>Soltisik</i>
Fariba Vatandoust	Z1	ATCA	<i>Vatandoust</i>
Alfredo Velez	C28	ATCA	<i>Velez</i>
Daniel Nunez	CO	ATCA	<i>Nunez</i>

Count - Yes ~~8~~ 9 pdms
NO 2

1/31/12
pdms
Witness: *Nunez*