

Public School Choice 3.0 Application
for
***The Academies of Education and
Empowerment
at Carson High School***



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Table of Contents

Category 1: Unwavering Focus on Academic Achievement

Pages 1-40

Section A: Summary Analysis

- Mission and Vision Page 1
- School Data Analysis Page 2
- Applicant Team Analysis Page 8

Section B: Instructional Plan

B1: Curriculum and Instruction

- Instructional Program Page 11
- Core Academic Curriculum Page 14
- Curriculum Development Page 25
- WASC Accreditation Page 30
- Addressing the Needs of All Students Page 30
- Vertical Articulation Page 31
- Service Plan for Special Education Page 32

B2: Professional Development

- Professional Culture Page 32
- Professional Development Page 33
- Teacher Orientation Page 37
- PD Program Evaluation Page 37

B3: Assessments and School Wide Data

- Student Assessment Plan Page 39
- Graduation Requirements Page 39
- Data Collection and Monitoring Page 40

Category 2: School Culture, Climate, and Infrastructure

Pages 41-52

B4: School Culture and Climate

- Description of School Culture Page 41
- Student Support and Success Page 45
- Social and Emotional Needs Page 45
- College and Career Readiness Page 46
- School Calendar and Schedule Page 46
- Policies Page 47



B5: Parent and Community Engagement

- Background Page 48
- Strategies Page 49
- Key Community Partnerships Page 50

Category 3: Leadership that Promotes High Achievement for Students and Staff

Pages 52-64

B6: School Governance and Oversight

- School Type Page 52
- School Level Committees Page 53
- Governing Council Page 55

B7: School Leadership

- Principal Selection Page 56
- Leadership Team Page 59

B8: Staff Recruitment and Evaluation

- Staffing Model Page 60
- Recruitment and Selection of Teachers Page 61
- Performance Reviews Page 62

B9: Sharing a Campus

Page 63

C: Internal Management

Pages 64-65

C1: Waivers

- Waivers Page 64

C2: Budget Development

- Budgeting for Success Page 65

Appendices

Pages 66-117

Appendix A: Final Letter of Intent	Page 66
Appendix B: Applicant History Data Sheet	Page 67
Appendix C: Performance Plan	Page 68
Appendix D: Informational Summary- English Version	Page 72
Appendix E: Informational Summary- Spanish Version	Page 75
Appendix F: Informational Summary- Tagalog Version	Page 78
Appendix G: Curriculum Development Timeline	Page 82
Appendix H: Professional Development Calendar	Page 84
Appendix I: School Calendar	Page 86
Appendix J: Bell Schedule	Page 87



Appendix K: Retention, Graduation and Behavior Policy	Page 88
Appendix L: Behavior Modification Plan	Page 89
Appendix M: Principal's Job Description	Page 90
Appendix N: Service Plan for Special Education	Page 94
Appendix O: Assurance Form	Page 107
Appendix P: Design Team Priority Waiver	Page 109
Appendix Q: Common Lesson Plan Waiver	Page 110
Appendix R: Peer Evaluation Waiver	Page 111
Appendix S: Elect-to-Work	Page 112
Appendix T: AEE Proposed Budget	Page 118
Appendix U: Shared Use Agreement	Page 119
Appendix V: Petition for Governance Model	Page 120



1. SUMMARY ANALYSIS

1. Mission and Vision

The Academies of Education and Empowerment (*AEE*) envisions 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. *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 positive difference.

Our *MISSION* is to develop students as critical thinkers, to prepare them for college and 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.

As educators we believe that *ALL* students are capable of learning at a high level and that students learn best when instruction is rigorous and individualized. In order to accomplish our mission and vision teachers will focus on four key areas:

- Making learning relevant to the lives of the students.
- Building meaningful relationships with the students and parents.
- Encouraging students to access prior knowledge.
- Asking students to make connections between real-world situations as well as making interdisciplinary connections across the curriculum.

Our educational philosophy is based on the belief that education is fundamental to an equitable and well-functioning democracy, where citizens are civically engaged and socially conscious. In addition to making education rigorous and individualized, we strive build the skills, knowledge and attributes of the students that graduate from *AEE*. In particular, *AEE* graduates will be able to:

- Articulate complex ideas through multiple mediums.
- Think critically by questioning, analyzing and evaluating.
- Work effectively in group settings.

Once *AEE* students have graduated, they will know how to:

- Utilize technology to research.
- Analyze and present ideas via multiple formats.
- Make connections between multiple subjects and real world situations.



- Recognize issues within a community and methods to solve these issues (*SJA*).
- Understand the fundamentals of education and how to effectively teach others (*ATCA*).

Lastly, the students will have attributes or habits of mind that will stay with them as they enter college and/or the work force. In particular *AEE* students will:

- Be creative, imaginative and innovative, finding a different way to address social problems.
- Have metacognitive abilities to think about their thinking.
- Question, problem solve, and always ask “How do I know?”
- Apply past knowledge to new situations and they will have a passion to be continuous learners.

2. School Data Analysis

We believe that data is a necessary tool to evaluate student learning and to drive instruction. Through analyzing¹ Carson High School academic performance, school culture and climate, professional culture and family and community engagement, we are able to develop clear goals and expectations based on the school need and then articulate them to our staff, students and community.

Academic Performance

Academic performance at Carson High School (CHS) has several strengths and weaknesses. In particular we found CHS to be strong in the preparation of students for college by exposing them to AP courses and encouraging them to take the SAT or ACT. CHS offers 12 AP courses and 89% of the students pass these courses with a “C” or better. Also, 49% of the student population takes the college preparatory exams like the SAT or ACT, which exceeds the district average of 43%. CHS was also listed by Newsweek Magazine in its top 1000 schools, at 865 for the 2006 school year². CHS is also performing at the District average (or slightly above) in its 10th grade CAHSEE pass rate, and in its 4 year Cohort graduation rate³.

¹ All data analysis is based on data from *MyData* and the “School Report Card for 2009-2010” for Carson High School, published by LAUSD which can be found at: <http://getreportcard.lausd.net/reportcards/>

² Rankings determined by number of students taking AP Exams divided by number of seniors graduating: See http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_LAUSD_NEWS/FLDR_PRESS_RELEASES/NEWSWEEK06.PDF

³ According to LAUSD Office of Data and Accountability



2010 CAHSEE PASS RATE	10 th grade pass rate	4 year Cohort 2009-2010	Graduation Rate
Carson High	65%	Carson High School	56%
LAUSD	62%	LAUSD	55%

Despite Carson's strengths there are also areas for improvement based on the 2010 data. These areas include the retention rate of 9th graders, students failing A-G courses, proficiency in Math and subgroups that are academically underperforming as compared to their district counterparts. At CHS, 45% of students were retained in the 9th grade. Furthermore, only 27% of Carson students are passing all of their A-G requirements with a "C" or better. Equally troubling, only 8% percent of students scored advanced or proficient on the math section of the CST, this is compared to 17% of students that reached proficiency or advanced scores throughout the district.

Lastly, segments of our population are not performing at their potential. Currently, African American, Pacific Islander and English Language Learners underperform their counterparts in LAUSD.

Performance compared to District	CST- ELA Proficient or Advanced			CST- Math Proficient or Advanced		
	District	Carson	Difference	District	Carson	Difference
African-Americans	32%	28%	-4%	9%	3%	-6%
Pacific Islanders	38%	28%	-10%	15%	6%	-9%
ELL	5%	0%	-5%	5%	0%	-5%

What does this information tell us? Carson has the resources to prepare all students for college which is evident by the fact that we have engaged some students in rigorous college level education. We are confident that some students have access to rigorous and engaging content. However, the data also suggests that we are not engaging all students in their core academics, resulting in low test scores, failing grades and retaining far too many students in the 9th grade. We are also failing to reach all segments of our student population, and more needs to be done to encourage them to succeed academically. More importantly the data shows that we are failing to teach students basic skills in math, and that the students who are entering CHS are performing worse in math than they did in Middle school.



	Carson High School	Stephen White Middle School	Carnegie Middle School	Caroldale Learning Center	Curtiss Middle School
Math Proficiency	8%	43%	29%	60%	24%

Clearly, these are issues that we would like to address at **AEE**—as an educational institution, we believe it is our responsibility to prepare our students to be academically successful. In particular we believe that the core curriculum allows students to become successful and engaged citizens. Our low math scores are particularly troubling. For example, math helps the mind to use reason in complicated situations or organize problems in to clear simple steps; thus, math allows students to learn how to resolve difficult situations. In addition, math is utilized in nearly all 21st century careers and the more math that a student knows the more competitive they are. Another area of concern is the high retention rate of 9th grades. Students who are unable to successfully complete their 9th grade year fall behind academically and increase their chances of dropping out of school completely. Clearly, more needs to be done to create a seamless transition to high school.

Based on this information, we believe that **AEE's** academic performance priorities are to improve the following:

- Increase the percentage of students who are proficient in all of their academic courses.
- Increase the percentage of students matriculating from 9th to 10th grade.
- Ensure that all students are enrolled in A-G courses and given the academic skills needed to pass their classes with a “C” or better.
- Achieve a 100% passage rate on the CAHSEE, with the majority of students passing in the 10th grade.
- Prepare all students for careers in the 21st century, where they have a working knowledge of math, technology and critical thinking skills that are necessary for success in their careers.

In order to achieve these goals, we will implement a targeted curricular plan. To address the 9th grade retention rate, incoming 9th graders will be part of a Freshman Success Academy (FSA), where they will access both the core curriculum and classes designed to create a successful transition to the rigors of high school. FSA will include a Math and/or English intervention course so students can practice and re-learn the necessary skills to reach proficiency. A specialized Freshman Seminar course will provide the organizational and social development skills necessary to find success in the classroom. Additionally, Seminar will inform and prepare the students to make a choice to participate in one of the two academies offered at **AEE**: The Accelerate Teaching Career Academy (**ATCA**) or the Social Justice Academy (**SJA**). During the



10-12th grade, Seminar classes will focus on the overarching goals of **AEE**, including the career pathway and focus of the specific academy. In particular, **ATCA** students will take CTE courses and participate in internships which will allow them to work with children as well as understand the nuances of the education profession. **SJA** students will actively engage in leadership and community issues as well as taking course work that will prepare themselves for a career in human services.

In addition to the academic and career support that will be offered during the day, students will also have afterschool opportunities to support and reinforce learning. These opportunities include the Homework Center and faculty office hours. Lastly, to engage the students in the curriculum and help them make connections, we will utilize an interdisciplinary approach to the curriculum.

School Culture and Climate

The school culture—a school’s shared beliefs, norms and behavior—is a critical ingredient to any successful school. Some positive beliefs, norms and behaviors at CHS include above average daily attendance for students, a college bound culture for many, and participation in athletics or extra-curricular activities. CHS’s actual attendance rate⁴ is 92.2%, with 59% of the students having 7 or fewer absences (96% attendance). This is higher than the district average, with only 53% of the students attending school 96% of the time. Additionally, there is a college bound culture at CHS—77% of Carson High students are planning on a post-secondary education. Lastly, extra-curricular activities and athletics at CHS are thriving. Carson offers several clubs both academic and social. For example, the Academic Decathlon Team received the honor of Most Improved School in 2011, while the Drama Club performed with distinction at several events this year. CHS fields extremely competitive Varsity and auxiliary teams, and has won the Marine League in football the past two years; the Varsity Girl’s basketball team is the two-time repeating City Champs; Girl’s Softball and Track and Field won City titles last year too. Overall, CHS offers 63 clubs⁵ for students to participate in.

However, there are also negatives to the Carson culture, including a high suspension rate, excessive tardiness and poor student teacher relationships. During the 2009-10 school year, Carson suspended 9% of its student population, whereas the district suspension rate was only 6%. Tardiness is also rampant at Carson, with an average of 300 tardy students per school day. Lastly, in regards to the student teacher relationships, only 66% of the students felt that the adults on campus knew their name. These trends suggest a lack of student engagement at Carson High.

While both positive and negative behaviors are a part of all cultures, **AEE** understands that in order to create a high functioning school, we need to mitigate negative behavior by establishing positive attitudes and norms that will create an environment of academic success. We understand that the culture at a school dictates how students interact with their teachers and

⁴ Again, this data can be found at the “School Report Card for 2009-2010” for Carson High School

⁵ According to CHS Interclub Council



other students on campus. The data suggests that the culture of excellence⁶ has not been adopted by all students and has created two opposing cultures at Carson, one of academic and community engagement and the other of the unengaged students.

AEE will build on the culture of high academic achievement that already exists at CHS. According to The Shaping of School Culture,⁷ “there’s no question that the culture of the organization is a key factor in productivity and success. Culture affects what people focus on and, finally, culture affects the willingness of staff members, students, parents, and administrators, to put time into continuous improvement.” Taking this into consideration, we will purposefully create a culture of academic achievement and engagement by establishing the following norms and behaviors for students of **AEE**:

- Create a culture based on academic rigor and high expectations.
- Create a culture of academic rigor by celebrating student success.
- Make learning relevant to the lives of the students.
- Engage students and parents in authentic decision making opportunities
- Build relationships with the students.
- Provide authentic educational opportunities like internships, student led conferences and showcasing student work.

Developing a positive culture at **AEE** requires a spirited and organized approach that includes teachers, students and community stakeholders. Our first priorities include empowering the students and teachers by including them in the development of symbols, artifacts, and mottos that reinforce the school’s mission and vision. We will also empower the students to be actively engaged in the classroom by creating one-to-one relationships and allowing students authentic decision making opportunities. As well, teachers and staff will reinforce and communicate the expected culture by celebrating student successes.

Professional Climate

Professional culture is important because a teacher’s willingness to participate in campus culture and climate is essential to creating a successful campus. Teachers, administrators and staff need to work together for the success of the school. At CHS there are some very positive attributes to the professional culture. For example, 92% of Carson report being “proud” of their school, and 88% feel that they are supported. Professionally, some faculty indicate that they utilize common strategies, shared teaching philosophies and common planning time within their SLC’s. However, much of these common strategies are contained within small pockets of the Carson faculty. There is little evidence of teachers sharing professional strategies and forming teams to discuss students learning and data. Additionally, very little professional development

⁶ Carson High motto is “Excellence is the Expectation”

⁷ Kent D. Peterson and Terrence E. Deal, The Shaping of School Culture Fieldbook. (San Francisco: Jossey-Bass, 2002)



time is spent focusing on content development and strategies specific to improved learning outcomes.

We believe that the success of our school will be based on authentic professional development. Therefore the corner stone of our professional development will be developed around four key tenets.

- Implementing researched based, common instructional strategies.
- Developing our curriculum to have both vertical and horizontal connections, as well as an emphasis on Education and Social Justice.
- Creating grade level and content specific teams to develop curriculum and reflect on its delivery and classroom impact.
- Encouraging open classrooms, where teachers actively engage in classroom observation and lesson sharing.

In order to create a collaborative professional environment that is rooted in improving student learning, *AEE* recognizes the need to create an environment of continuous learning. In order to do this, we will have weekly professional development where teachers will participate in a combination of generic and content specific instructional strategies. They will also participate in professional development that focuses on use of data, student needs and learning outcomes as a means to inform teacher practices. In addition to creating effective professional development the leadership at *AEE* will establish a culture where staff will work together to plan, reflect and facilitate professional development. We will also employ *Learning Walks*—classroom observations that include teachers, administrators and community stakeholders—to help strengthen a culture of open doors and effective classroom practice with the ultimate goal of improving student learning outcomes.

Parent and Community Engagement

A study compiled by the Michigan Department of Education⁸ articulates what most educators have come to know: parent involvement plays a major role in student achievement. Specifically, the research shows that when parents are involved in student education students have:

- Higher grades, test scores, and graduation rates.
- Better school attendance.
- Increased motivation, better self-esteem.
- Lower rates of suspension.
- Decreased use of drugs and alcohol.
- Fewer instances of violent behavior.

⁸ Study results can be found at http://michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf



At CHS, there are some encouraging statistics about the potential of parent and community involvements. 88% of parents who took the survey feel welcome at CHS, and 89% feel they are given the chance to participate at the school. Community involvement at CHS is also very high. Many of the local businesses and churches have created partnerships with CHS like Mission Ebenezer, Boys and Girls Club of Carson, and People's Core. While this is encouraging news, parent participation could be stronger; currently, only 22% of parents participated in the school survey. While it is typical for less parental involvement at the high school level, Carson has attempted to increase parent involvement with the creation of the Parent Center. However, the biggest area of improvement for Carson parent involvement is the need to improve the percentage of parents who speak with teachers about their child: currently only 33% of the parents talk with teachers.

AEE understands the importance of engaging the parents and the community in the educational process. Parents are educators' best allies, and we want to make sure that parents feel comfortable to come to school and talk with the teachers. Likewise, community partners are essential to help the students make connections between what they are learning in the classroom and what is expected of them once they graduate.

In order to ensure parent and community involvement at **AEE**, we will focus on increasing avenues of communication, creating more opportunities to participate in decision-making and to volunteer on campus. Effective communication between the school and the families means parents know what is happening at school and how their child is progressing—this is the first step in improving parent involvement. Our aim is to invite parents on campus for student led conferences and academic showcases. We will also have regular useful notices—memos, school websites, phone calls, newsletters, and other communications to inform parents of what is happening at the school and allow them to communicate with **AEE**. Parents will also be included in Principal Evaluation, Learning Walks, and in student goal setting—they will have a voice in shaping the **AEE** school culture. In conjunction with this, **AEE** will recruit and organize parents to help and support the school through volunteer efforts.

Likewise, we will work on forming relationships with community members to strengthen the educational program. This will be done by collaborating with local schools and community entities to identify and integrate resources and services from the community to strengthen school programs and student learning and development. Community members will also serve as mentors and provide internships.

3. Applicant Team Analysis:

The **AEE** applicant team is a passionate, experienced, and qualified group of educators with a history of achievement at Carson High School that is reflected not just in the data—test scores and otherwise—but in the successful operation of the *Accelerated Teaching Career Academy (ATCA)*, one of the eight SLC's on the Carson campus. The team of three English teachers, a history teacher and a CTE teacher, has worked together for the last five years as the core of *ATCA*, which has existed as an SLC for the last 15 years. *ATCA*'s mission has been to



prepare students for college and a career in education. *ATCA* has strived to maintain equity in access by allowing all interested students to participate in the program. We are very proud that during the last 5 years, *ATCA* has steadily improved student performance.

As a team, we have an extensive knowledge of educational practice and theory. Our team has participated in several trainings to improve student learning outcomes. These trainings include, AVID training, interdisciplinary teaching based on the Humanitas model and project based learning. Additionally, one of our team members is a Nationally Board Certified teacher. Our team is also highly educated and has a strong theoretical mastery of education or content, With the following Master's degrees:

- M.A. in Education: Multi and Cross Cultural Education (2)
- M.A. in Educational Administration (3)
- M.A. in English
- M.S. in School Counseling

Furthermore, the team has been expert presenters at several Career and Educational conferences including the National Career Academy Coalition and the CDE's California Partnership Academies Conference.

Lastly, the data suggest that the team has effectively worked to improve student learning outcomes in both English and math. In particular, the data shows that some subgroups of *ATCA* students outperform both the school and local district in ELA.

<i>ATCA</i> Performance compared to Carson and Local District 8	CST- ELA Proficient or advanced				
	<i>ATCA</i>	Carson	Difference	Local District 8	Difference
African-Americans	39%	28%	+11%	27% %	+12%
Economically disadvantaged	52%	32%	+20%	33%	+19%
Latino	51%	30%	+21%	33%	+18%

On the math portion of the CST, there are students in *ATCA* who are out performing their peers in the whole school.

<i>ATCA</i> Performance compared to Carson	CST- Math Proficient or advanced		
	<i>ATCA</i>	Carson	Difference
Economic disadvantaged	8%	7%	+1%
Latino	9%	6%	+3%



ELL	10%	.5%	+9.5%
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In addition to higher CST scores, *ATCA* had higher graduation and CAHSEE pass rate for 2009-2010.

	<i>ATCA</i>	Carson		District (LAUSD)	
			Difference		Difference
CASHEE Pass Rate	92%	65%	+27%	64%	+28%
Graduation Rate (4 year Cohort)	96% ⁹	56%	+40%	55%	+41%

The *AEE* design team looks at the PSC process as an opportunity to build off of our strengths and to address areas of weakness, especially in relation to increased student academic performance. We are committed to learning more about how students work and learn best. The data reveals an established culture of academic rigor, and shows how *ATCA* has successfully improved the skills and learning outcomes of its students when compared to the rest of the student population. The process of writing the proposal has allowed us to look at our weaknesses as a team and develop a plan to increase student learning outcomes. We believe that we have the skills, passion, and knowledge to innovate and implement a plan that will lead to student success.

⁹ Percentage derived from SIS data



Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

Instructional Program: *Provide a thorough description of the proposed instructional framework and the underlying theory that drives it. Describe the specific instructional strategies that will be implemented and explain why they are well-suited to address the needs of the student population and will help attain the goals outlined in Section A.*

Carson High School Academy of Education and Empowerment (heretofore referred to as AEE) believes that the realities of the 21st century demand innovative schools that do much more than present standard course offerings to the community. The 21st century demands that individuals compete in a globalized and competitive economy that places a premium on high levels of technological, cultural, and academic literacy. It is our belief that the 21st century also presents individuals unprecedented access to participate in and shape their communities and the world. **AEE** will be that innovative school for the community of Carson, and **AEE** will prepare students to be competitive and dynamic participants in this new society. To achieve this goal, **AEE** is committed to creating a community of learners where **ALL** students have access to a guaranteed, viable, and rigorous academic program with a special emphasis on *Education* and *Social Justice*. **AEE** teachers and staff operate with a shared set of core beliefs:

- All students are capable of learning at a high level.
- Students learn best when instruction is rigorous and individualized.
- To make learning relevant, teachers must build relationships with students, encouraging them to access prior knowledge, and draw upon their real-world experiences.
- Data is a necessary tool to evaluate student learning.
- Thematic, interdisciplinary curriculum allows students to make lasting connections that bridge subject matter with the real world.

Philosophically, **AEE** teachers and staff see education as fundamental to a well-functioning democracy, a crucial component to creating civically engaged citizens, and a necessary ingredient to establish access and equity in society. We also believe that the cultural differences that exist in a pluralistic society work to strengthen our society. This is the underlying theory and belief system that drives our instructional framework and the source of our inspiration as educators.

Furthermore, **AEE** faculty sees *Public School Choice* as the greatest opportunity to implement an innovative vision of education with a coherent curriculum specifically tailored to meet the needs of our student population. **AEE** faculty will build off the success of *ATCA*, and we see the Pilot School as the natural and next extension of this SLC. Moreover, **AEE** faculty see the unique advantage of a Pilot School; simply put, a small school allows for the flexibility and autonomy to implement our vision and hold ourselves accountable to student progress.



Coupled with our shared vision, our smaller faculty will have a greater voice, more control, and therefore greater buy in; this, in turn, will lead to more dynamic and effective teaching and increased student academic achievement. With a small, concentrated student population, we will be able to measure our success and address areas of need much more quickly. All of these factors combine to produce better, more efficient student learning.

AEE will implement its vision by creating a student-centered learning environment, rooted in teacher identified “best practices” and research-based methodology that has been proven to meet the needs of our diverse student population which includes students who are classified as Economically Disadvantaged (ED), English Learners (EL), Students with Disabilities (SWD), and Standard English Learners (SEL). While CHS’s diverse ethnic population is a unique strength of the school, an achievement gap exists, which **AEE** believes will be addressed with a concerted effort to improve classroom instruction. The following is a list of Instructional Strategies that **AEE** teachers will implement across the board:

- ***Rigorous, Standards Based Curriculum:*** The *California State Standards for Instruction* will be the guide for all planning and will be directly referred to in lesson plans, curriculum maps, course outlines and in formal assessments; furthermore, ***focus standards*** will be identified in grade level, core classes.
- ***Writing Across the Curriculum:*** Students will develop fluency in Standard English, prepare themselves to write in college and in the workplace, and develop as critical thinkers when given the opportunity to write for a variety of purposes. Formal and informal writing tasks will be a hallmark of every class
- ***Clear Expectations:*** Common expectations for desired learning outcomes will be made explicitly clear to all students through the use of rubrics. Common rubrics across grade level and content areas will be used accordingly; for example, common rubrics for *Writing and Speaking* will be used across grade levels and across content areas, allowing for students to internalize writing expectations, and to create a coherent writing program that develops fluency in Standard English.
- ***Common Summative Assessments in Core Classes:*** Students will take Final Exams that reflect systematic rigor and student learning across a semester; exams will be written to reflect questions on high stake exams like the CST, CAHSEE and SAT. District Periodic Assessments will be employed as formative assessments during the semester.
- ***Lessons and Culminating Tasks designed around Bloom’s Taxonomy:*** Along with the State Standards, curriculum development will take students through the various levels of critical thinking, and an emphasis will be placed on students engaging in analysis, evaluation, synthesis, and creation.
- ***Interactive Notebooks:*** Students will maintain one notebook per class that will organize student notes, reflections, activities, and class-work. Teachers will maintain common



expectations for notebooks, but will have freedom to use Interactive Notebooks to meet the particular needs of the course. *Interactive Notebooks* teach students critical organizational skills, create accountability for course and assignment expectations, and allow parents to keep track of what is happening in the classroom on a daily basis. This will also help encourage the use of *Cornell Notes*, the standard note taking method in *AEE* classrooms.

- ***Portfolio System:*** Teachers and students will keep culminating tasks such as essays, exams (Summative Assessments), slide show printouts and projects in a portfolio, which will be managed during Seminar. Each assignment will be catalogued with its corresponding rubric and a student reflection sheet that allows students to think about their learning and academic growth, and as a measuring tool for teacher and student alike.
- ***Project Based Learning:*** This strategy allows for student-centered inquiry, interdisciplinary problem solving, and group learning. Teachers will create opportunities for students to demonstrate their understanding of complex concepts by designing their own projects with teacher guidance. PBL allows student to develop as communicators who learn to manage their own work, and it holds students accountable for their own learning.
- ***Differentiated Instruction:*** Teachers will personalize their curriculum to meet the needs of their students as individuals. Differentiated Instruction will consist of many strategies, including: accessing prior knowledge, SDAIE strategies, student choice on assignments, instruction tailored to different learning modalities, scaffolding.
- ***Cooperative Learning:*** *AEE* classrooms will utilize small groups effectively to create true learning communities where students help each other learn and take an active role in the educational experience. Cooperative Learning will include the following: Think Pair Share, Reciprocal Teaching, Jigsaw, Gallery Walks, and whole group discussion techniques like Socratic Seminar and 4 Corner Debates.
- ***Interdisciplinary Instruction:*** Borrowing from the *Humanitas* model, *AEE* faculty will collaborate in interdisciplinary teams to create units and culminating tasks centered on a central question or theme, that will weave together different subject matter into one cohesive learning experience for students. Planning time will be dedicated to forming this curriculum, and this will be a critical component to the academic experience within *AEE*.
- ***Data Driven Instruction:*** Teachers and students alike will be Data Driven. Teachers will utilize Data to gauge the effectiveness of instruction and to look for areas where students need extra practice. Students will also use data to chart their own progress and set academic goals. Teachers will use MyData to examine CST, CAHSEE, Periodic Assessment scores; student work will also be used as a resource.



- ***Specially Designed Academic Instruction in English (SDAIE):*** Much of the SDAIE strategies are, fundamentally, examples of Differentiated Instruction too. Yet, the important distinction between the two exists in utilizing strategies specific to the English Language Learner. ***AEE*** will implement a full range of SDAIE techniques, with special emphasis on the following: scaffolding, graphic organizers, dialectical journals, cooperative learning, and “guarded¹⁰” vocabulary strategies that prepare students to understand the language that they will be using in the given lesson. Moreover, teachers will reflect on the Four Critical Elements of SDAIE (as outlined by LAUSD): Content, Connections, Comprehensibility, and Interaction.
- ***Best Practice and Research Based, Teacher Identified Strategies:*** Much of ***AEE***’s success will depend on its ability to develop and utilize the expertise of the teaching staff. ***AEE*** will identify Best Practices and provide opportunities to replicate these strategies to create a culture of academic success. ***AEE*** faculty will constantly ask themselves: What is working best? Often times, the answer may come from the teacher next door, or from a tried and true teaching strategy that has been researched, proven effective, and presented at a conference. Best Practice strategies already identified include Dialectical Journals (Reading Strategy), SOAPStone’s (Comprehension), Talk to the Text (Annotation) and Costa’s Levels of Questions (Higher Level Thinking)

Core Academic Curriculum: *Describe the core academic curriculum and how the proposed curriculum is evidence-based, culturally-relevant, will meet the diverse learning needs of the student population you will serve, and addresses the California State Standards. Discuss how the school will weave community, work-based, and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning. If you are a traditional, pilot, ESBMM, or network partner team seeking curriculum and instructional autonomy, include an explanation of how you will use the autonomy.*

AEE will provide a unique, rigorous and relevant high school experience to all of its students, rooted in the maxim “rigor, relevance, and relationships”¹¹. As previously stated, all lessons and units will be driven by the California State Standards, and grounded in research based, best practice methodology. As well, all students will progress through the standard A-G curriculum requirements, so they will be CSU/UC ready upon graduation. The real innovations at ***AEE*** become clear in *how* we deliver this curriculum, and *how* we create a comprehensive ***AEE*** experience for all of our students.

Freshman Year: The Foundation for Success

A particular emphasis of the ***AEE Curriculum Plan*** is to create a successful transition from the 8th to 9th grade. The National High School Center’s *The First Year of High School: A*

¹⁰ A SDAIE strategy that frontloads essential vocabulary to aid in comprehension

¹¹ Tony Wagner, “The Challenge of Change Leadership,” *Education Leadership*, 24, 3, Oct. 27, 2004, pg 40-41.



*Quick Fact Sheet*¹² describes a “9th grade bulge”, where 9th graders fail too many classes, resulting in a disproportionate number of students with 9th grade credits. The article quotes a National Center for Education Statistics study that highlights this alarming trend: “enrollment figures show 4.19 million students enrolled in grade nine during the 2003–2004 school year, while figures for the following school year, 2004–2005, show enrollment numbers for tenth grade at around 3.75 million—a loss of 10.5%.” Moreover, students who do not successfully make the high school transition are at a great risk of dropping out: according to a Johns Hopkins University study, “up to 40% of 9th grade students in cities with the highest dropout rates repeat the ninth grade, but only 10–15% of those repeaters go on to graduate”. This disturbing national trend is replicated here too: within LAUSD¹³, roughly 55% of students who enroll as 9th graders graduate within four years. According to our Report Card¹⁴, Carson High School moved only 55% of its 9th graders to 10th grade credits in 2008-2009, and improved to only 56% the next year—these numbers are below the district average of 62%. Overall, Carson High School graduated 53% of the 2005 incoming freshman class, and 56% of the 2006 incoming freshman class.

Freshman Success Academy

To address this critical issue, **AEE** will implement a *Freshman Success Academy (FSA)*, designed to address the particular needs of 9th graders to ensure a successful transition, and this is the first component of the *AEE Curriculum Plan*. The FSA model will borrow from some of the other Freshman Success Academies¹⁵ that exist in various forms throughout the country. Our model will concentrate the Freshmen class into one group who will receive a specially designed curriculum delivered by an interdisciplinary team of 9th grade teachers whose goal is simple: to put students in a position to find academic success and thrive in high school.

Freshman Orientation: Creating the Relationship

Their educational experience begins with *Freshman Orientation*, where the incoming class of Freshmen and their parents meet the **AEE** Faculty and student leadership. At *Orientation*, students are initiated into the **AEE Community**: they participate in a scavenger hunt to familiarize themselves with the campus; they are introduced to student leadership who answer questions and explain protocol; they participate in games designed to build relationships and clarify the **AEE Vision and Mission Statement**, and the **AEE Curriculum Plan** is explained; as well, students are also given “spirit packs” that include daily planners and **AEE** notebooks. While Freshman Orientation will familiarize students and parents with **AEE** protocol and the academic plan, the larger goal is to make the incoming class see that they are joining the **AEE** family. By meeting with **AEE** student leadership, the incoming class will forge relationships

¹² National High School Center, “The First Year of High School: A Quick Stats Fact Sheet,” March 2007. See: http://www.betterhighschools.org/docs/NHSC_FirstYearofHighSchool_032807.pdf

¹³ See LAUSD comprehensive report card at <http://getreportcard.lausd.net>

¹⁴ See Carson High School Report Card for 2009-2010 at <http://getreportcard.lausd.net>

¹⁵ Pioneered by Johns Hopkins University and the Talent Development Schools in Baltimore



with older students who they can go to for help and guidance—academic and otherwise. *Freshman Orientation* will feel like a “big deal”, thereby encouraging 9th graders to set high goals for themselves as they are about to become members of a school with a culture of academic success, civic participation, and school spirit.

Freshman Curriculum: 7 Period Schedule, Freshman Seminar, Math and English Essentials, Connections Lab

Like all of the students in *AEE*, our 9th graders will take rigorous core classes—Math, English, Science, Physical Education, and Foreign Language. *AEE*, along with the other two schools on the CHS campus, will innovate the use of a 7 Period Schedule designed to maximize student learning. This schedule will allow for a Seminar class, data driven and targeted intervention, credit recovery, and crucial career specific elective courses and college classes. *AEE* Students will engage in 7 academic classes, and athletic participation will take place after school.

A distinct feature of the *AEE Curriculum Plan* is the Seminar class which students take at each grade level. The Seminar class will utilize the S.M.A.R.T. (Specific, Measureable, Attainable, Realistic, Timely) goal setting strategy, provide opportunities for students to reflect on their academic progress, learn and reinforce note-taking and annotative strategies, and engage in problem solving and discussion. Each grade level has a specific Seminar curriculum created to meet the particular challenges of that grade level, and flexible enough for Seminar teachers to innovate as needed. Another part of the Seminar experience is to encourage students to see themselves as College bound. Toward this end, students will take grade level field trips to local colleges each semester. Students will take guided tours, meet with *AEE* alumni (when possible), and learn the entrance requirements, cost, and academic programs at each College.

Freshman Seminar is a critical component to the 9th Grade Curriculum Plan, and will be taught by a team of 9th grade teachers who will collaborate to ensure successful implementation of the following:

Freshman Seminar

- Fall Semester: S.M.A.R.T. Goal Setting, Effective Note Taking, Organizational Skills (Daily Planner), Talking to the Text (Annotation), Current Events (Geography and World Issues), Portfolio, Test Taking Strategies, MLA Format, Rachel’s Challenge
- Spring Semester: Computer Literacy Project (Proficiency in Word, PowerPoint, Excel, Credible Web based research), CST Prep, Introduction to Academy/Career Pathways (Education and Social Justice)
- College Field Trip: Long Beach State (Fall), USC (Spring)



AEE offers a unique innovation to create a successful transition to high school Math and English courses. All 9th graders will take a *Math and English Essentials* class in the Fall. As the data makes clear¹⁶, key academic deficiencies exist in our incoming 9th graders, and these deficiencies are, for the most part, carried along through high school, resulting in the relatively low percentage of students passing their A-G classes with a “C” or better (27% in 2009-10) and the percentage of students moving from 9th to 10th grade credits (56% in 2009-10) and from 10th to 11th grade credits (66% in 2009-10). Math is an area of critical need, and Carson High School has a mere 8% of students testing at Proficient or Advanced in Math—a full 9% points off the district average. Likewise, 34% of Carson students score at Proficient or Advanced in English Language Arts.

The *AEE* approach is rooted in the reality that many students are asked to take classes that they may not be prepared for. The solution to this dilemma is not simply placing students in a class they may fail, and then have these students retake the class. Our belief, rather, is that students *can* make improvements and achieve proficiency when put in position to find success. The *Math and English Essentials* class will consist of a 10 week, skill based curriculum designed to help students gain proficiency and achieve academic success in their Math and English classes. 9th graders will be split into two groups—one taking Math Essentials in the first 10 weeks, the other taking English Essentials. At the 10 week, students will be flipped into the next skills class. To meet the needs of all of our students—especially those already at Advanced or Proficient, curriculum will be flexible and designed to meet the needs of all students. Due to advancements in data collection (especially through the use of *MyData*), teachers will be able to identify group and individual weaknesses to address in the course. *AEE* faculty will use *MyData*, specifically CST content strand data to target student skill deficiencies in Math and English, thereby allowing incoming 9th graders to develop the foundational skills necessary to gain proficiency. This class is designed neither as a study hall or homework center, nor is this class intended to create an additional homework burden. Rather, students will receive intensive practice and skill development that is data driven, designed and paced by the teacher. Work will be maintained in a Skills Portfolio that will provide students and teachers to reflect on academic progress and skill development.

In the Spring, all 9th graders will take a project based course called *The Connections Lab*, designed to take students from the skill based Essentials course into the realm of application and creation through the pairing of related core subjects—Pairing#1: Math with Science; Pairing #2: English and History. Like *Math and English Essentials*, this course is slated for two, 10 week curriculum cycles. Students will engage in research, problem solving, and create projects that take students through Bloom’s taxonomy.

¹⁶ See Carson High School’s Report Card for 2009-2010



Proposed 9th grade Classes

Fall	Spring
Freshman Seminar	Freshman Seminar
Math/English Essentials	Connections Lab
Math: Algebra 1 or Geometry	Algebra 1
English 9	English 9
PE	PE
Spanish 1	Spanish 1
Biology	Biology

Special Notes: 9th grade students who test at Advanced or Proficient in Math and English will move into a Leadership elective course, or they will act as Peer Tutors in the Math and English Essentials course. Health will be part of PE.



Sophomore Year: Pathways to Success

Two Academies, One School

At the end of their 9th grade year, students will select entrance into one of two different Academies—the *Accelerated Teaching Career Academy (ATCA)* whose focus is to prepare students for careers in Education or the *Social Justice Academy (SJA)* whose goal is to prepare civically engaged students ready to work in Public Service. Students will be a member of their academy for grades 10-12, and while every effort will be made to admit students to the Academy of their choice, it is imperative that each Academy has roughly the same number of students.

The purpose of the two Academies is rooted, once more, in the idea of “rigor, relevance and relationships.” Students must see a connection between what they are learning and how it applies to their lives. *ATCA* has an established track record of success, much of which can be attributed to students seeing the relevance of their studies to a career in Education. Furthermore, *ATCA* offers a unique learning experience that includes career oriented elective courses and internships at local elementary (10th grade) and middle schools (11th grade). Students apply what they learn in their classes at these schools, and they build relationships not just with each other, but with their teachers and the students at the schools they serve.

Like *ATCA*, *SJA* will weave community, work-based, and service learning opportunities into its curriculum, allowing students to see the relevance of classroom instruction. *SJA* will offer elective courses designed to expose students to different approaches to understanding the individual and society in context, thereby preparing them to approach Public Service within a theoretical and historical framework. Moreover, *SJA* will create opportunities for students to participate in their communities. The goal is to create internships for students at various community-based organizations; for example, relationships have been made with the City of Carson, South Bay Surfrider Foundation, the South Bay Center for Counseling, Tree People, and People’s Core. But the core of *SJA*’s community work will come from a robust set of student clubs (or the adaption of existing ones) that are centered around a social issue selected by the students. Several clubs already exist on campus to address environmental justice (the Green Team), tolerance and gay rights (Gay Straight Alliance), domestic violence (Con Amor), animal rights (Animal Rights Club) and human rights (the Human Rights Club). All students in *SJA* will join an existing club (membership will also be open to *ATCA* students), or form their own under the direction of a teacher advisor through the use of the Seminar classes.

Sophomore Curriculum: Interdisciplinary Units, Seminar, and Elective Courses

AE faculty will be working very hard to align its curriculum vertically in content area teams, and will develop interdisciplinary units across each grade level. The themes in *ATCA* will



be aligned to the content of the education classes, while *SJA* will focus on global issues in 10th grade, national issues in 11th grade, and local issues in the 12th grade.

Sophomore Seminar is designed to meet the unique challenges of 10th grade, which requires a focused attention and continuation of S.M.A.R.T. goal setting and reinforcing of study and organizational skills to facilitate academic success. Moreover, Sophomore Seminar will prepare students to successfully face the challenge of the CAHSEE exam in the Spring. Seminar will also be used to incorporate the goals of each academy, and to prepare students to participate in Model UN, which will expose students to global issues and the process and challenges of addressing them.

Sophomore Seminar

- Fall Semester: S.M.A.R.T. Goal Setting, CAHSEE Prep, Organizational Skills, Global Citizen Project (Education and Social Justice), Club Planning
- Spring Semester: CAHSEE and CST Prep, Organizational Skills, Club Planning, Model UN
- College Field Trip: Cal State Fullerton (Fall), UCLA (Spring)

Elective Courses

Academy and career related **Elective Courses** will also be implemented in the Sophomore year.

Students in *ATCA* will take *Child Development*. This course will expose students to several theoretical frameworks to understand the biological, psychological, and emotional changes that people experience from birth through adolescence. This course is coupled with an internship at Dolores Elementary School (this internship is already long standing and established), where students work with young school children in the development of their reading skills.

SJA students will take *Cultural Anthropology* and *Geography*. This course is designed to introduce students to the different cultures of the world, and will emphasize the effect of global economic and political processes on cultural constructions. This course will help students make the connection between the individual and historical/cultural context, and will prepare students to better understand the roots of many of the issues facing the world today.



Proposed 10th Grade Classes

Fall	Spring
Sophomore Seminar	Sophomore Seminar
Math: Geometry or Algebra 2	Math: Geometry or Algebra 2
English 10	English 10
World History	World History
ATCA Elective: Child Development or <i>SJA</i> Elective: Anthropology	Art A Geography
PE	PE
Spanish 2	Spanish 2



Junior Year: Making a Difference

As Juniors, students in *AEE* will be prepared to take a more assertive role in the direction of the school and in their own education. Students will have the opportunity to serve as mentors to 9th graders (via Freshman Orientation and a Peer Mentor Program), to take leadership positions in student clubs, and to take rigorous AP classes.

Junior Curriculum: Interdisciplinary Units, Seminar and Elective Courses

Junior Seminar will continue to prepare students for the high stakes exams (SAT/ACT) which they must take to enter a four-year college, and students will again be given a formal setting in which to set, realize, and reflect on their academic and personal goals. Computer literacy will also be a theme of this Seminar: As Juniors, *AEE* students will produce *AEE* Recruitment Videos and Pamphlets (to be shown to prospective students at local Middle schools), and they will also present PowerPoint presentations on various colleges that they have researched. In the Spring, students will prepare for the CST, produce mock resumes that highlight their academic successes, emphasize their experiences working in the community, and describe their work within student clubs. They will also learn how to apply for work. Furthermore, students will participate in Project Citizen; created by the Center for Civic Education, this program promotes responsible participation in local and state governments, and helps students learn how to monitor and influence public policy.

Junior Seminar

- Fall Semester: S.M.A.R.T. Goal Setting, SAT/ACT Prep, Computer Literacy Project: Recruitment Video and Pamphlet, College Research and Presentations, Club Planning
- Spring Semester: CST Prep, Project Citizen, Mock Resume and Application, Freshman Orientation Planning, Club Planning
- College Field Trip: Occidental College (Fall), UCSD (Spring)

Elective Courses

Students in *ATCA* will now take *Child Psychology* and *World of Education*. In *Child Psychology*, students will learn the foundations of the psychological theory with an emphasis on social and behavioral development in adolescents, ages 12-18. In *World of Education*, students learn to create Standards based lesson plans that include SDAIE strategies, and reflect the levels of critical thinking defined by Bloom's Taxonomy. *ATCA* students will also work as interns at local schools: internships exist within the dual immersion program at Meyler Elementary, Dolores Elementary Early Education program, the AVID program at Stephen White Middle



School, and at Caroldale Learning Community. These internships are an important part of the ATCA curriculum experience as students apply their academic studies to help younger students.

Students enrolled in *SJA* will take *Philosophy*, and this course will be tailored to expose students to the fundamentals of logic, ethics and morality, and critical thinking; readings from both classical and contemporary philosophers will be used. This class is a crucial component to the *SJA* curriculum as students will continue to hone their critical thinking and problem solving skills while studying the underlying principals that drive many of the greatest movements in social justice.

Proposed 11th Grade Classes

Fall	Spring
Junior Seminar	Junior Seminar
Math: Algebra 2 or Math Analysis	Math: Algebra 2 or Math Analysis
Chemistry	Chemistry
American Literature or AP English Language and Composition	Cotemporary Composition or AP English Language and Composition
US History or AP US History	US History or AP US History
ATCA Elective: Child Psychology	ATCA Elective: World of Ed
SJA Elective: Philosophy	SJA Elective: Art b
Elective: Spanish 3, Leadership	Elective: Spanish 3, Leadership



Senior Year: Pillars of the Community

Senior Year represents the culmination of the *AEE* student experience. While great priority is placed on student academic success, seniors will be pushed to see themselves as leaders both of *AEE* and within the community. Senior Seminar will again play a huge part in preparing Seniors to realize this vision and achieve their own personal and academic goals. Towards this end, Fall Seminar will continue to provide a place for formal goal setting and extensive guidance in the college application process, including direction in the Personal Statement and in applying for Financial Aid and scholarships. In the Spring, *AEE* will emphasize the development of the skills necessary to find success after high school, and there will also be a focus on financial literacy. Finally, Seminar will provide the platform for a final project that focuses the students on addressing a local social issue.

Senior Seminar

- Fall Semester: S.M.A.R.T. Goal Setting, College Applications, Financial Aid and Scholarships, Personal Statement, Club Planning
- Spring Semester: Financial Literacy, College Survival Skills, Community Citizen Project, Club Planning
- College Field Trips: UCSB (Fall), LMU (Fall)

Elective Courses

ATCA students will take *Exploratory Teaching* as their 12th grade elective. This course allows students to work with the Special Education program at Carson High School. Again, students in *ATCA* are making the key connections between their academics and the real world, and they are gaining important experience in the field.

To cap the *SJA* experience, students will take *Sociology*. In this course, students will be exposed to theoretical frameworks that describe societal structures and divisions in class, labor and mobility. Students will engage in research that ties a theoretical framework to the individual within society.



Proposed 12th Grade Classes

Fall	Spring
Senior Seminar	Senior Seminar
Modern Literature or AP English Literature	Expository Composition or AP English Literature
Math Analysis or AP Calculus	Math Analysis or AP Calculus
Government or AP Government	Economics or AP Economics
Science Elective: Physiology or Physics	Science Elective: Physiology or Physics
ATCA Elective: Exploratory Teaching	ATCA: Exploratory Teaching
SJA Elective: Sociology/Internship	SJA: Sociology/Internship
Elective: Leadership, Spanish Literature	Elective: Leadership, Spanish Literature



Curriculum Development. (If applicable) Describe the curriculum development process. In the appendix, attach a timeline that outlines plans to develop curricula for the school.

Our Curriculum Development Plan is centered on three governing principles:

- Lessons Adhere to the State Standards and are Informed by Data
- Clear and Consistent Expectations
- Teacher Collaboration in Grade Level and Content Area

Adherence to State Standards, Informed by Data

Standards Based lesson planning is the first rule of *AEE Curriculum Development*. It is through an adherence to Standards that students will become the well-rounded, critical thinkers who will be prepared to lead in the future. At the same time, *AEE* faculty see Data as a real means of measuring what students know, and of what they have learned. Test scores on the CST, CAHSEE, PSAT, District Assessments, and other formal exams represent part of the Data picture, but not all of it. Student knowledge cannot be fully measured by any exam, so *AEE* faculty will examine grades, student work, attendance patterns, survey data, and other trends when creating lessons and units.

Before the beginning of the school year, teachers—organized by content area—will develop a set of Focus Standards for each academic area, and for each grade level.

AEE faculty will also develop a common lesson plan template to be used when classrooms are set to be observed, and to establish a culture of Standard driven instruction.

Clear and Consistent Expectations for Teachers and Students

For *AEE* to be successful, teachers and students both need to know exactly what is expected of them. Expectations for *AEE* faculty are explicit: all lessons must be Standards Based; because of this, our desired learning outcomes will be clear and straight forward. *AEE* has established a generic set of rigorous goals that drive *AEE Curriculum Development*. Upon completion of a given unit, *students will be able to*:

- Articulate complex ideas through writing, speaking, and visual, non-textual representation
- Ask Questions
- Creatively approach complex problems
- Synthesize information and ideas to form arguments
- Utilize technology to research, analyze and present ideas
- Think critically about content



- Critically analyze and evaluate arguments
- Recognize community and social issues and create solutions
- Problem solve and work effectively in group settings

As well, **AEE** has defined specific goals for students within **ATCA** and **SJA** as well.

ATCA students will be to:	SJA students will be able to:
<ul style="list-style-type: none">• Develop lesson plans according to state standards• Utilize SDAIE strategies in lesson plans• Create lessons that take students through Bloom's taxonomy• Build off experience working with youth	<ul style="list-style-type: none">• Identify social issues and work creatively to address them• Apply a theoretical framework to describe social issues• Access local, state, and national resources to address social issues• Build off experiences working in the community

Students are best prepared to succeed when expectations are clear. **AEE** faculty will work to develop common rubrics for writing, speaking, and presentations so that our common goals will be reinforced in each classroom. **AEE** faculty will also generate clear rubrics for all major assignments.

Teacher Collaboration

AEE faculty is dedicated to working collaboratively in order to create vertically and horizontally aligned curriculum. **AEE** faculty understand that the best curriculum plans are constantly being tweaked, adjusted, and improved. Moreover, we see that the only way to achieve this is by working as a team. The challenge of aligning curriculum is not easy, and **AEE** faculty see curriculum development as, aside from its successful implementation, our most important job. The curricular ideals and aspirations of **AEE** may seem daunting, but by creating clear and measurable short and long term goals, **AEE** will find success. Listed below is a three year Timeline with curriculum goals:

Curriculum Plan Timeline

Year 1 Goals:

- Create Focus Standards by content area
- Core Common Assessments
- Writing Across the Curriculum
- 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 that 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 (described 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 be 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 and align with our goals of creating relationships between academic classes. Also, this program creates enthusiasm for reading and addresses 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.

Year 2 Goals:



- Revisit Focus Standards
- Revisit Common Rubrics and Assessments
- 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 Connections Lab. Our curriculum will be better 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 and Common Assessments
- 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 Intervention and Seminar classes has been work-shopped 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.



WASC Accreditation: *High schools only. Explain how the school will meet A-G requirements and outline the plan for Western Association of Schools and Colleges (WASC) accreditation.*

AEE guarantees access to an A-G curriculum. Many of the standard, core classes—Math, English, History, etc—already are A-G certified. It is the goal of **AEE** to ensure that many—if not all—of the elective courses become A-G certified. Aside from the Seminar courses, the other elective courses are titles currently found in the LAUSD course offerings list.

AEE looks forward to the WASC Accreditation process. The rigors of the WASC process will help drive excellent teaching practice, will help us define and address areas of weakness; moreover, accreditation will serve as a validation for our efforts. In order to ensure a successful WASC accreditation, **AEE** will complete the following steps:

- Create a WASC committee consisting of faculty and community stakeholders to lead the process and write the report
- Establish a WASC coordinator who communicates with WASC committees, administration, and collects evidence
- Evaluate implementation of School Action Plan to meet WASC Accreditation needs

Addressing the Needs of All Students: *Explain how the proposed instructional framework will reinforce a commitment to different methods of instruction to meet the needs of all students, including students with special needs, students of poverty, students with disabilities, gifted students, English Learners (EL), Standard English Learners (SEL), and young children ages 0-5.*

AEE faculty is committed to addressing the needs of all of its students. The relevant and rigorous curriculum prepared by **AEE** faculty is only as good as the instructional strategies used to deliver it. Therefore, different methods of instruction—derived from best practice and research based teaching strategies—will be utilized to meet our various students' needs. Reinforced through Professional Development, **AEE** sees powerful instruction as central to the success of every student.

The unique structure of the **AEE** instructional framework is well suited for our diverse student needs. The Social Justice and Education based academies should appeal to students of all socio-economic status. The connections between career, society and classroom learning will galvanize our student body.

The interventions—especially in the 9th grade—are designed to boost the skills of all of our students, in particularly those who struggle academically, and those with special needs. **AEE**'s implementation of SDAIE strategies, coupled with the interventions, is designed to meet the needs of both EL and SEL students.

Furthermore, gifted students are offered a rich and challenging curriculum. Incoming 9th graders who test at Advanced or Proficient in Math and English will have the option of working



as Peer tutors in the *Math and English Essentials* course, or they can move into a leadership class with upper classman. These students will be helping their peers and reinforcing the Math and English skills that are the foundation for academic success, or they will be engaged in school and community based problem solving with older students. **AEE** students will have access to a variety of after school college courses; additionally, Honors and AP classes will also be offered. **AEE** guarantees that its graduates will have as competitive an Academic Program as can be found.

Special Education students will be provided equal access to the curriculum through a policy of inclusion. **AEE** has thoroughly researched how to best serve the special education population and has concluded that a policy of inclusion presents the least restrictive environment for these students to learn in. Research ¹⁷ suggests that special education as well as regular education students benefit from policies of inclusion. **AEE** will ensure that students will have access to resource specialists and teacher aide to ensure the implementation of designated strategies outlined in individual education plans. Lastly, professional development time will be used to address the benefits of and struggles with the policy of inclusion.

Vertical Articulation: Discuss how you will partner with neighboring schools in the community, from early childhood through adult education, to ensure the smooth and seamless transition from one grade level to the next.

Creating a Seamless Transition to High School

Besides the many structures provided—Freshman Success Academy and Seminar Courses—**AEE** will also communicate effectively with feeder schools to ensure a seamless transition for its students. First of all, **AEE** will build off the current partnerships with local Elementary and Middle schools and Colleges that have been established with *ATCA*. As previously stated, *ATCA* has a long established relationship with the local primary schools, where students work as tutors. These relationships have allowed for younger students to gain an awareness of what *ATCA* is all about, and **AEE** will build off these relationships to help ensure an easy transition into High School.

Aside from informational presentations held at the Middle schools, **AEE** plans an Incoming Freshman Orientation. Those students who gain acceptance into **AEE** will be brought to school toward the end of the year. They will be teamed up with an upper classman with whom they will tour the campus, sit in classes, meet students and faculty, and participate in team building. As students learn to navigate the campus, preview classes, and forge relationships with upper classmen, our new students will feel part of the **AEE** family.

¹⁷ Turnbull, Ann. Rud Turnbaull, and Michael L. Wehmeyer. *Exceptional Lives: Special Education in Today's Schools* 5th ed. Pearson: 2007.

Banks, James A. and Cherry A. McGee Banks. *Multicultural Education: Issues and Perspectives* 7th ed. Wiley: 2010.



Preparation for College and Beyond

Junior and Senior Seminar are designed around aiding students for the major transition from high school to college. In Seminar, students will compose personal statements, complete their FAFSA forms, submit applications, research and then apply for scholarships. And aside from the AP classes, **AEE** students will have access to after school college classes taught by college faculty. Moreover, **ATCA**—in partnership with the South Bay Center for Counseling—currently offers the Urban Teacher Fellowship scholarship, which provides scholarships to future teachers.

AEE will provide two college field trips per school year, in an effort to expose students to college. Whenever possible, **AEE** will engage alumni to provide tours to current **AEE** students.

Service Plan for Special Education: Explain how the school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's), and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree.

See Appendix N

B-2. Professional Development (PD)

- a. Professional Culture:** Describe the professional culture you envision at the school. Explain how the culture will reinforce the instructional program. Discuss how you plan to initiate and develop the envisioned culture.

The educational profession is fluid and adapts to meet the ever changing needs of students. Since 2001 and the passage of the No Child Left Behind Act, schools are mandated to close the achievement gap between low performing and high performing students. In addition, theories on how students learn and what is effective in the classroom are constantly evolving. To ensure that all the teachers of **AEE** have a solid understanding of the knowledge and skills that will help students achieve at high levels as well as to understand how students learn best, we must be continuous learners throughout our careers.

In order to promote lifelong learning and successful student outcomes, we need to create a professional learning community that focuses on four approaches to delivering PD.¹⁸

- PD that encourages both individual and organizational growth.
- PD that asks teachers to study the art of teaching and the learning process.

¹⁸ Sparks and Hirsh (1997)



- PD that focuses on both generic and content specific instructional strategies.
- Creating a professional learning community where each individual strives to improve their performance.

AEE will also establish norms and behaviors to help facilitate the delivery and application of PD. This will include creating a culture of professionalism by having high expectations and the participation of all staff; this in turn will create an environment of mutual respect. Staff will have a voice in the planning and the implementation of curriculum, instruction and PD through distributive leadership, meaning faculty will be in charge of organizing and directing PD through a PD Steering Committee. This professional environment will also encourage the staff to reflect on instruction and be open to constructive criticism about educational practices and curricular choices.

Our culture of collaboration and professionalism will reinforce our instructional program by allowing us to review our best practices and hone our teaching strategies. Teachers will be constantly looking to improve their classroom instruction and improve student learning outcomes through the development of PD. We will begin our PD by focusing on curriculum development in the Seminar, career tech and intervention courses. We will further our PD by planning and utilizing common instructional strategies and interdisciplinary projects and units. In addition, PD will be spent in professional learning communities where the teams will reflect on practices, discuss issues pertinent to the classroom, and plan curriculum.

- b. Professional Development:** *Describe what effective PD will look like at your school. Identify the school's goals and strategy for ongoing PD. How are PD strategies tied to the goals identified in Section A and the specific needs of the student population? In the appendix, attach a tentative PD schedule that illustrates your allocation of time for PD activities throughout the year. Discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with the PD schedule. If you are a traditional, pilot, ESBMM, or network partner team seeking PD autonomy, include a description of how you will use the autonomy.*

AEE believes that the strength of student learning will be based on effective and productive PD. Effective PD hinges on three strands or components:

1. *Curriculum Development and Improvement:* educators will develop curriculum through their content area and grade level interdisciplinary teams. In these teams, educators will spend time developing curriculum and adjusting curriculum based on the data to ensure student learning outcomes. This will include the development of curriculum maps in content areas and the use of Backwards Mapping¹⁹. After teams develop and implement the curriculum, they will then be responsible for the evaluation of its effectiveness. The curriculum will revolve around the following five areas:

¹⁹See Han, S and Bhattacharya, K Constructionism, *Learning by Design and Project Based Learning* (2001)



- Seminar development (including S.M.A.R.T goal setting strategies)
 - Career tech courses, projects and internships
 - Targeted skills for intervention
 - Creating interdisciplinary connection
 - Data and standard driven course, unit and lesson development
2. *Training or Instructional Development*: teachers will be presented with strategies or information through workshops and seminars. All strategies will be researched based and designed to improve student learning. Instructional development will be designed to provide the theoretical and practical knowledge needed to implement the strategies. Teachers will then participate in follow-up activities where they can discuss how to incorporate the strategies in curriculum as well as participate in Learning Walks²⁰ where there will be non-evaluative peer observation and reflections on the implementation of the strategies in the classroom. The strategies will focus on the following types of instructional development:
- Differentiated instruction and SDAIE strategies
 - How students learn best
 - How to engage our students
 - Reading and Writing Across the Curriculum strategies like *Talk to the Text and Dialectical Journals*
 - Use of common strategies and instructional materials like *Planners, Organizational Skills, Learning Logs and Interactive Notebooks*
3. Lastly, PD will center on the creation of a Professional Learning Teams where educators will participate in mentoring, observation, and assessment of their work. The creation of Professional Learning Teams is also essential in the establishment of the culture and structure needed to create effective PD by creating collaborative teams, collective inquiry, a commitment to continuous improvement and focus on data and results.²¹

Our professional development goals center on increasing all student learning and academic achievement. Specifically, we will target the following areas: math proficiency, 9th grade matriculation, and reading and writing at or above grade level. **AEE** is committed to addressing these areas of concern through the implementation of carefully planned instructional strategies supported by PD.

How we will organize PD

²⁰ Learning Walks are a non-evaluative peer observation strategy.

²¹ Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement DuFour and Eaker, 1998



In order to provide adequate time for all PD, *AEE* has adopted a modified 7th period schedule²² where a 7th period will meet four times a week for 62 minutes. This schedule carves out a 79 minute block, every Monday, for PD. In addition to after school PD, Professional Learning Teams will participate in peer observations during the school day twice a semester. Sub coverage time will be supported through the budget and colleague support.

All *AEE* faculty will participate in a Professional Learning Team that will allow for horizontal and vertical curriculum development and allowing for teachers to share and implement successful teaching strategies in content areas.

PD will be developed by a Professional Development and Data Steering committee as outlines in section B6(b) titled school level committees. The charge of the committee will be to implement professional development and ensure that PD is resulting in measurable gains in CST scores and increased student matriculation to the next level at the end of the year.

What will occur during PD

During PD, educators will participate in workshops or work with their Professional Learning Teams. *AEE* will organize PD to increase student learning by setting the following priorities:

- Defining how to organize and operate effective learning teams by maintaining professionalism and protocol, and utilizing data and peer observations.
- Curriculum development of Seminar and Career Pathway courses. Focusing on student engagement and making connections to real world situations.
- Targeted intervention to focus on the specific academic deficiencies that hinder student success.
- Development of Interdisciplinary learning and projects that ask students to make connections between core content areas, electives, and CTE courses.
- Training and implementation of common instructional strategies, skills, and teaching tools.
- Training and implementation of behavioral and emotional interventions in the class.

Through the Professional Learning Teams, faculty members will participate in teacher observations, analysis of student data and development of a professional portfolio. Examination of data, including test scores, will allow the teachers to assess how well they are meeting the needs of the students, as well as inform the PD Steering Committee and governance of *AEE* as to how well PD is meeting the needs of the teachers and the goal of increased student performance.

How will PD impact the culture of *AEE*?

²² The 7th Period Schedule was adopted by Carson High School for the 2011-12 school year, and will also help connect *AEE* with the larger main campus.



Building a professional culture where educators strive to constantly improve and hone their craft by looking at best practices is an essential part of creating an effective learning environment. *AEE*'s PD plan will focus on creating a culture where educators are constantly asking: What do the students know? What do they need to know? How do we get them to learn the information? How do we know that they know?

Successful development of this culture and our goals will allow the *AEE* team to meet the specific needs of the student population by improving student learning outcomes and by making learning relevant, rigorous, and engaging. The ultimate goal of our PD is to empower our teachers and Professional Learning Teams to successfully implement the following:

- Meaningful, engaging and rigorous curriculum
- Interdisciplinary units that allow students to make connections
- Intervention strategies that address student academic deficiencies
- Seminar curriculum that addresses the social and academic demands of high school students like leadership, problem solving and presentation skills

Furthermore, because our PD model is driven by teachers, occurs weekly and takes place in a collaborative community of professionals, *AEE* will be able to constantly monitor and adjust PD to ensure that we are meeting the mission and vision of our school.

In summary, *AEE* will utilize the PD autonomy to ensure academic success and improved learning outcomes for the students—and this is the professional culture of *AEE*. We will utilize its autonomy and professional culture to ensure collaboration, to create time to learn new and exciting ways to improve classroom instruction. PD will lend itself to a higher degree of commonality in academic rigor, curriculum relevance and personalization. We will also establish a shared belief in what allows students to learn best. Because we will be using our autonomy over PD and the bell schedule to ensure that there is weekly time allotted for PD built into the school calendar—thereby allowing both common planning time and focused PD—we will have created a time for our professional culture to take root.

2. **Teacher Orientation:** *Describe the orientation program for new and existing teachers, Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies, and differentiate instruction.*

Teacher orientation will focus on introducing and reinforcing the Professional Culture described above with new and returning staff members. Orientation will acculturate new staff and remind returning staff of *AEE*'s mission, vision, values, and goals. New staff to *AEE* will also be paired with a peer or colleague to guide new staff during their first year at *AEE*. The mentoring staff will review the roles and expectations for interdisciplinary collaboration, use of data to guide instruction and provide mentoring on common instructional strategies and implementation. Orientation and peer mentoring of new staff will focus on supporting their training, curriculum development and participation in learning teams.



In addition to reinforcing the culture, all teachers will participate in looking at the previous year's school data and begin using that information to guide PD, curriculum development, and instructional strategies that will ensure student success and learning outcomes. Lastly, orientation will review Seminar and Intervention curriculum and make the appropriate adjustments to make sure that there is proper implementation.

The purpose of the orientation is to provide mentorship and training needed for staff to effectively implement instructional strategies, differentiated instruction and the delivery of **AEE** curriculum.

3. **PD Program Evaluation:** *Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program may be modified to address areas of need that are identified.*

PD will be assessed to determine how well it has contributed to educators' knowledge, skills and behaviors. PD will also be assessed on its effectiveness of improving students' academic achievement. By constantly evaluating our PD, we will be able to improve our program and maintain its accountability.

Evaluations will entail looking at how the teachers' instructional practice has been changed and how student learning outcomes have been improved. Therefore, evaluation will look at both the teachers' responses to the PD and the skills and knowledge that they feel they gained from the PD. This data will be collected through questionnaire following the PD's that focus on improving or learning a new skill for the classroom. A focus group will evaluate the effectiveness of PD at the close of the year to ensure that the PD experience was positive for the teachers. **AEE** believes that perception of PD is key to a teacher's willingness to implement the new skill, strategy or educational theory into their instructional program.²³ Secondly, we want to ensure that the educators received the appropriate information and received enough training to implement the strategy or educational theory into the classroom. Lastly, we will evaluate how well the PD has been implemented in the classroom and to ensure that teachers feel that there is the institutional support to help teachers deal with problems and provide opportunities for practice. Data collection on the implementation of PD will be on going and will be collected through classroom peer observation, lesson sharing and feedback and will be compiled into a portfolio²⁴ that will be developed by the professional learning teams and reviewed by the governance board.

²³ Kutner, Mark, Renee Sherman, John Tibbets, and Larry Condelli. "Evaluating PD: A Framework for Adult Education" (U.S. Department of Education, Division of Adult Education and Literacy: 1997)

²⁴ Professional Learning Portfolio is an Action Research tool for teachers and the school governance board to examine teacher impact on learning outcomes. Portfolios will consist of a collection of lessons, student and peer evaluations, data and teacher reflections to help teachers, professional learning teams and **AEE** governance board evaluate and reflect on the effectiveness of teacher practices.



In addition to the teacher based evaluation we will also evaluate the impact that PD has on student learning outcomes. Specifically, we want to determine if students are:

- More engaged in their classrooms as a result of the PD.
- Are students making learning gains²⁵, and have a better understanding of concepts as opposed to rote memorization of facts.
- Has student behavior changed as a result of learning, and are students able to transfer that learning to other situations.

We will collect data on student behaviors through observation and student feedback as well as use of test data, student portfolios, and grades to determine student learning.

Evaluating student learning and teacher behavior based on PD is essential to the planning and implementation of PD because it will allow us the ability to modify the program if necessary. In particular it allows the PD Steering Committee of **AEE** to determine the effectiveness of the PD program and to see if it is meeting the needs of student learning. Therefore, evaluations will be both formative, to allow PD to be tweaked throughout the year for the needs of the students, and summative, so that they can inform and make recommendations for future PD.

B-3. Assessments and School-wide Data

- Student Assessment Plan:** *Describe the school-wide assessment plan for the school. Describe any formative and summative measures you will use to determine student progress and success. Include a table that details specific authentic formative and summative assessments that will be used for each grade level, the timing of their administration, the rationale for their selection, and their intended purpose. If applicable, submit a timeline that outlines plans to develop assessments for the school. If you are a traditional, pilot, ESBMM, or network partner team seeking assessment autonomy, describe how you will use the autonomy.*

The school wide assessment plan for AEE:

AEE curriculum will be aligned vertically and horizontally to ensure student success. **AEE** will develop formative and summative assessments to measure students' ability to master the concepts and skills necessary for engaged citizenry of the 21st century.

²⁵ Learning gains is defined as improved test data, grades and quality of work



Formative Assessments: Examples of formative assessments that will commonly be applied in the *AEE* curriculum will be Cornell Note summaries, exit slips, whole group discussions, and quizzes. *AEE* teachers will be responsible for ensuring that their formative assessments align to the California State Standards and that the data is used to inform their teaching practices.

Summative Assessments: *AEE* will utilize projects, periodic assessments and other department developed common assessments that are vertically aligned. We will utilize our curriculum autonomy to create summative assessments and to tie in project based assessments. Assessments will be graded using common rubrics.

Additionally, student portfolios and notebooks will be used as both formative and summative assessments. They will be graded utilizing common rubrics and will allow teacher to monitor student progress towards meeting the California State Standards. Teachers will utilize all data to identify struggling students and provide appropriate interventions.

- a. Graduation Requirements:** *Describe the graduation requirements. High schools only: If you plan to implement graduation requirements beyond the A-G and District requirements, describe your proposed requirements, including how student progress will be measured to determine readiness to graduate.*

In order for students to graduate from *AEE*, they will have to meet the following requirements:

1. Completion of 230 credits
2. Completion of A-G requirements with a C or better
 - A. 30 credits in Social Science
 - B. 40 credits of English
 - C. 20 credits in Math
 - D. 20 credits in a lab Science
 - E. Completion of two years of a foreign language
 - F. 10 credits Visual/Performing Arts
 - G. 70 Elective Credits
3. Pass 4 semesters of PE
4. Pass the CAHSEE exam
5. Successful completion of Service Learning project
6. Completion of *SJA/ATCA* elective requirements

- a. Data Collection and Monitoring:** *Describe the school-wide data collection and monitoring plan, including what data the school will collect to measure student progress. Explain how you will analyze data to inform programmatic and instructional decisions*



and address specific student needs, improve instruction, make adjustments to curricula and other school components, and inform professional development.

Data collection, analysis and monitoring is a crucial component to **AEE's** curriculum plan, and we will use data to guide instruction, plan interventions, establish best practices and make necessary adjustments to curriculum, PD, and other components of school culture.

Our first goal is to make sure that all teachers, students and stakeholders can access relevant data. To meet this goal, all teachers will be trained to use *MyData*, and students will reflect on their personal test scores (from CST's and other summative assessments) through the Seminar classes. Moreover, the PD and Data Steering Committee will analyze data to assess school successes and needs, and they will use this data to make decisions as to how to best use PD time. Data to be analyzed will include: attendance rates, graduation rates, CST scores, summative assessments, disciplinary actions, school demographics and stakeholder input. The PD and Data Steering Committee will identify key trends revealed by the data and develop PD to address student needs.

Our second goal is to ensure that data is part of the discussion on campus. This means setting clear goals individually as teachers and students, and as a whole school. School leadership will publicize important exams on campus, and help create a culture of success on high stakes exams. Moreover, data will be discussed in the context of "How are we doing?" in large and small groups of teachers, students, and community stakeholders.



Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

- a. Description of School Culture:** *Describe the culture and climate envisioned for the school, particularly as it relates to academic achievement, student motivation to succeed, personalization, and safety. Identify specific practices, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned, and how they will be introduced to teachers, students, and parents.*

AEE envisions a school culture that celebrates hard work, critical thinking, and problem solving. *AEE* envisions a school culture where teachers and students inspire, motivate, and thrive in an academically safe learning environment. This will occur because the norms and behavior that the students and faculty exhibit will be based on academic rigor and high expectations. Faculty and staff will continuously work to make learning relevant so that the material is engaging, exciting and meaningful. Students will be challenged to meet proficiency or advanced in their academics and to gain the skills necessary to succeed in college, and transition into a career of their choice. Lastly, faculty and staff will work on building positive relationship, celebrating the students' academic successes, and encouraging them to see themselves as participants in their education and to connect their learning to real world applications.

AEE will encourage academic achievement through actively engaging the students in the classroom and the learning process. Students are engaged in learning when they “(1) are motivated and committed to learning, (2) have a sense of belonging and accomplishment, and (3) have relationships with adults, peers, and parents that support learning.”²⁶ In order to create a culture of engaged students, the faculty of *AEE* will participate in professional development around the Engagement-Based Learning and Teaching Approach model²⁷ which will encourage faculty to:

- Develop one-to-one relationships.
- Develop common instructional strategies, skills and habits students will need to be successful in an engaged classroom.
- Create rigorous and relevant curriculum that applies to the real world and challenges students to meet the higher level expectations.
- Develop and support student participate in various student activities.
- Create a safe learning environment.

²⁶ Dr. Richard D. Jones, Senior Consultant for the International Center for leadership in Education
<http://www.leadered.com/pdf/Student%20Engage%20handbook%20excerpt.pdf>)

²⁷ (<http://www.leadered.com/pdf/Strengthen%20Student%20Engagement%20white%20paper.pdf>),



At *AEE* faculty will be vested in the success of the student by encouraging students to be motivated and committed to learn. We believe this will be done by engaging students in the academic process and asking teachers to be committed to providing the most relevant and engaging classroom materials and educational experiences possible. In order to develop the academic engagement of the students, teachers will make a concerted effort to develop daily habits and routines for the students to be successful. In particular the teacher will emphasize common skills and habits like organization or reading strategies to ensure students will have access to the curriculum

Teachers will also participate in active learning strategies that naturally engage the students. These strategies will consist of project based learning/Learning by Design, where the students are able to develop their own projects and make real world applications of their learning. For example, students will be asked to apply mathematical theories to tangible concepts, through student designed projects. Students will also be taught using an interdisciplinary approach which will challenge the students to think critically and make connections between multiple subjects. Students will also be participating in internships and service learning projects where they will be able to transition what they learned in the classroom to experiences with their career and the community.

Lastly to give the students ownership of their learning, students will be given multiple opportunities to talk about and showcase what they have learned in the classroom with the community and family. *AEE*, feels that this is an important step to give students ownership of their learning and allowing the students to feel a sense of pride and accomplishment in their work.

- *Showcases*: At the end of each major interdisciplinary project and at the end of the semester, students will have an opportunity to present their work to other students, parents and community members.
- *Student-led conferences*²⁸: Student-led meetings can be an effective strategy for engaging parents related to counseling and intervention as well as a way to give the students ownership of their education. During the student-led conference students will present and discuss their Conference Portfolio, which contains selected projects from each of their academic courses and self-evaluations.

In addition to engaging the students in the classroom and the learning process, we will foster a culture of accomplishment by celebrating student achievement and ownership by fostering school spirit and personalization.

In order to celebrate student success we will:

²⁸ UCLA School Mental Health Project for Mental Health in Schools



- *Ice Cream Socials*: Twice a semester we will host an ice cream social for the students who maintain E's in all of their course work.
- *Student of the Month*: One student per grade level will receive a medal and a certificate
- *Freshman Orientation*: To welcome the students to the **AEE** family and to introduce the students to the expectations, mission and vision of the school. (see Curriculum and Assessment)
- *Honor Roll*: Students will receive a certificate and recognition for their hard academic work:
 - Silver 3.0-3.4 GPA
 - Gold 3.5-3.9 GPA
 - Platinum 4.0+ GPA
- *Awards Banquet*: **AEE** will recognize student successes at an end of the year award banquet, where we recognize
 - Student of the year
 - Academic subject award
 - Most improved CST
 - Pass of CAHSEE w/proficient

In addition to celebrating academic successes, we would also like to recognize social success by awarding students that are “Caught in the Act of Excellence”. This recognition will reinforce positive behavior and create a culture of success and respect.

As a new small school, created from the larger Carson campus, we understand that creating a unique culture where students are affiliated to the new school is important. In order for our school to be successful they need to feel that they are receiving something different and unique from **AEE**. They need to bond with their peers, teachers and the new school. In order to create this bond or a sense of belonging the school will created student-led leadership groups that will establish and promote the culture and a sense of belonging. Additionally, the counselor will create a matrix that helps to promote relationships between students and the adults who serve them.

1. School Spirit and Leadership

- a. *Leadership class*: students will filter information to the rest of the population about the school culture, mission and ESLR's. The leadership class will emulate a model student at **AEE**, one who is academically engage as well as a contributor to the community. They will also serve as leadership for the academic clubs that align with the two academies at **AEE**
 - i. Future Educators Association (*ATCA*)
 - ii. Leaders of tomorrow (*SJA*)
- b. *School spirit*: Leadership students will also work to create a positive social atmosphere at **AEE**. They will do this by organizing a monthly activity for the students, these activities will include the following:



- i. Spirit week
 - ii. Dances
 - iii. Talent show
 - iv. Extracurricular activities
2. Personalization is an important part of school culture. At **AEE** we believe that how a student relates to their peers and their teachers is what makes or breaks their educational career. We believe that the advantage of a small school is our ability to truly personalize relationships.

In particular we will focus on building the student and teacher relationships by establishing the following trends. First we will loop students with teachers. For example a student will have the opportunity to work with the same English teacher in the 9th and 11th grade, or the same history teacher in the 10th and 12th grade. Students will receive numerous benefits as a result of building long-term relationships with an adult. In addition this plan benefits the teacher, because they are able to reduce teaching of new strategies or skills in their second year of seeing the student.

In addition to looping the students, every class will have a grade level advisory teacher or teachers that work with the students in their seminar classes and supports and organizes the students throughout their high school career. We believe this is beneficial because then the students have a neutral adult ally on campus.

We will also build student to student relationships through the use of the following:

- *Sibling Program:* Student in the incoming 9th grade class will be paired with the 11th grade class. The 11th grade class will participate in team building and educational activities with their freshmen siblings to help ease the student's transition into high school, as well as help the student make responsible choices. During the student's sophomore and senior year the students will complete their second year of the sibling program.
- *Team Building Activities:* Twice a year students will participate in a team building activity where they will work as grade level teams during the beach trip. Throughout the year the students will also compete in activities to earn points and rewards for their grade level.

In addition to building relationships, we will establish a safe and nurturing environment where students feel comfortable coming to school and participating in classroom activities and discussions. One of the ways to ensure this is through the implementation of Rachel's Challenge²⁹, an anti-bullying program that establish civility and positivity in response to school violence. Students will participate in the program during the fall semester of their freshmen year.

²⁹ Named after Rachel Jay Scott, the first student killed during the Columbine High School shooting in 1999.



Lastly, **AEE** will develop a *School Welcome Center* where we will encourage parents and the community to visit the school, ask questions and participate in student led conferences and showcases. Additionally, through the *Welcome Center*, we will be able inform parents of the establish culture of academic rigor, and engagement and ask them to reinforce the culture at home.

b. Student Support and Success: *Describe exactly what student success will mean at your school. What will you do to ensure students are successful?*

At **AEE**, we believe that when the teachers, parents and students are vested in their education, students will be successful. A successful **AEE** student is able to articulate complex ideas, think critically and work effectively in group settings. They will engage themselves in their communities at the school, local, national and global level by focusing on social and/or educational issues that exist within each community. They have a deep appreciation for education and strive to be continuous learners with a passion for all subjects. To facilitate the student's natural curiosity and help them make connections, students will participate in interdisciplinary, project-based learning which will allow them to see the relevance of their education in real world application.

AEE believes that students need to be academically proficient so that they are prepared for college and are career ready. Students at **AEE**, that are ready for this post-secondary environment will have passed their A-G requirements with a "C" or better and achieved proficiency scores on both their CAHSEE and CST subject area tests. **AEE** will ensure that all students have the ability to be successful by building the teacher-student relationships, vesting students in their academic success and engaging their family in their academic life. Teachers will constantly work to build relationships and personalize the educational experience through the Seminar classes and by serving as grade level advisors. Students will become active participants in their education by taking leadership positions in clubs and on campus and by participating in monthly activities, projects, and student led conferences. Parents will also become actively engaged in their students education by participating in student led conferences and academic showcases.

c. Social and Emotional Needs: *Describe the programs, resources, and services (internal and external) that the school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis. Describe how the effectiveness of these programs will be measured.*

AEE will develop systems to provide social and emotional support for all of the students. The support system will be provided through peers, staff and faculty and professionals, and includes the following:

- **Sibling Program:** Through the **AEE** sibling program, students will meet regularly to discuss social and emotional challenges that face the students as a result of academic and school stresses.



- Counselors and Health and Human services professionals will collaborate to ensure that the students identified as needing support receive the counseling and support needed.
- *Heart Office/Healthy Start/Learning Support Center:* The goal of the Learning Support center is to increase academic achievement, student attendance, improve student and family access to health care, mental health and social services and lastly to empower student and increase opportunities. The will also provide the following school based resources:
 - Diploma Project Advisor
 - Peer Advocates
 - Psychiatric Social Worker
 - PSA Counselor

AEE will utilize the Pre-Referral Intervention Manual, or PRIM³⁰, strategies to manage behavioral issues, and provide intervention strategies for the most common learning and behavioral issues that occur in the classroom.

d. College and Career Readiness: *Describe the specific programs that the school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.*

The **AEE** educational goal is to ensure that all students who graduate are college and career ready. Therefore, we need to also expose students to careers and college. All **AEE** students will have access to the College Center on campus, and the Peer Tutors. The College Center (a shared resource on campus) provides students with personal statement and financial aid workshops, and organizes visits from various colleges to the CHS campus. **AEE** students will also attend one college field trip per semester, where they will learn about college life, costs, and entrance requirements. They will also meet CHS student alumni whenever possible. And in their Senior Seminar class, all students will create a college portfolio that includes letters of recommendation, a completed college application, a personal statement, and a completed FAFSA form. They will also be asked to research various colleges as part of the class.

AEE students also need to be made ready to enter the work force. Our focus on education and social justice provides students an opportunity to take elective and Career Tech classes that are tailored toward careers in education or public service. Coupled with internships, students will graduate with experience and an understanding of what to expect in the job market.

e. School Calendar/Schedule: *Describe the school calendar and daily schedule. Discuss how students and faculty will be grouped for instruction, the target class sizes and teacher-student loads, and how the proposed schedule promotes student achievement. Attach a copy of the*

³⁰ Pre-Referral Intervention Manual, Hawthorne Educational Services



school year calendar as well as the daily schedule for both faculty and students (see Appendix K and L for samples). If you are a traditional, pilot, ESBMM, or network partner team seeking scheduling autonomy, describe how the school will use the autonomy.

AEE will adopt the LAUSD Traditional Single Track calendar year for the 2012-13 school year, and the school will utilize the 7th period block bell schedule. (See Appendix I & J). This schedule is beneficial for several reasons: it allows for intervention during the school day and a Seminar class to reinforce the academic and interdisciplinary goals of **AEE**. Students will be grouped based on their academy choice as well as in passport classes that are open to all students. These courses include, Advanced Placement, electives and PE courses. Our targeted class size is 30-35 students per class, with students carrying a case load of 6 courses for a total of 180-210 students.

AEE will utilize the autonomy provided by the pilot school to reduce the class-size from district averages of 42 to 1 capacity and ensure that all classes are maxed out at 35 students. We will also convert the banked shortened Tuesday's to a weekly professional development Monday, we believe that this will allow us the professional development time to align our curriculum, create interdisciplinary units and learn and discuss strategies that have a direct impact on student learning.

f. Policies: *Describe and/or attach the school's policies as they relate to retention, graduation, and student behavior. Indicate whether you plan to follow LAUSD policies for some or all of these areas.*

AEE plans to utilize many of District policies; specifically **AEE** policies on retention, graduation and student behavior is as follows:

1) Retention Policies

Credits needed for student matriculation:

- 9th to 10th grade: 55 credits
- 10th to 11th grades: 110 credits
- 11th to 12th grades: 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 Classes
- After school College Classes
- Adult School



2. 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 eighth semester 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 that date. A form requesting to graduate early must be completed and filed with the **AEE** counselor by the beginning of November, and these students will have the option of participating in the Spring graduation ceremony.

3. Student Behavior

AEE will follow the guidelines for Student Behavior as outlined in the LAUSD Student/Parent handbook. Furthermore, **AEE** will align its discipline policies as closely with the Carson High School main campus as possible. **AEE** will also employ the PRIM strategies to deal with disciplinary issues in the classroom.

B-5. Parent and Community Engagement

- a. Background:** *Describe the community you will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss how the school aligns with community needs and expectations.*

Carson High school is located in the South Bay region of Los Angeles County, in the incorporated city of Carson. Students attending Carson High School matriculate from Stephen White, Carnegie, and Caroldale Learning Center.

The city of Carson has over 89,000 residents; the following is an ethnic breakdown:

- African-American (25.7%)
- Asian (22.3%)
- Caucasian (25.7)
- Filipino (18.8%)
- Hispanic (34.9%)
- Pacific Islander (5.4%).



A variety of languages are spoken in the city of Carson. 50% of the residents speak English only, 29% speak Spanish, 20% speaking other languages, including Tagalog.

The median household income in the City of Carson is \$52,284, with an average of per capita income of \$17,107. 24.8% of residents receive Social Security, 19.8% receive retirement income and 5.5% receive public assistance. 13.9% of Carson residents have less than a 9th grade education, 15.4% attended high school but did not graduate, 70.5% have a high school diploma and 49.1% have attended college or graduate school.³¹

If approved, **AEE** will be one of the first pilot schools in Local District 8. As a pilot model the school will offer the parents of the Carson community a choice in schools. The large comprehensive high school model may not meet the needs of all students, whereas the pilot school model will allow for a much more intimate learning setting, where students can participate in curriculum and internships that prepare them for college or a career. Additionally, the pilot school model has demonstrated that students in all grade levels achieve higher, are admitted to college in higher rates and have better overall attendance than they do at a comprehensive high school.³² Lastly, autonomy and the small school size allow the pilot school model to empower both the teachers and the community to make choices for the school that are in the best interest of the students.

b. Strategies: *Describe your team's history and experience serving this or a similar community. Explain the team's vision for engaging this community and the underlying theory that supports it. Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the school will provide for parents and guardians.*

Members of the design team have taught at both Carson High School and other schools in the community for several years. As members of the Carson High Community (and even the City of Carson) we feel that we share a unique bond with the community members. We have had the opportunity to serve as coaches, club advisors and volunteers where we are able to meet and discuss the needs of the Carson parents and community members. As we prepare our students for their future, the team believes that it is essential to engage both the parents and community in the classroom experience.

Engaging parents is essential to student success. Numerous studies have shown that when parents are engaged and informed of their child's behavior, attendance and grades, students achieve at a higher level. To engage parents, **AEE** will implement the following engagement strategies:

³¹ ci.carson.ca.us 2000 census data

³² Kathleen Kennedy Manzo, "Boston's Small Pilot Schools Found to Outperform Others," *Education Week*, January 25, 2006; "Students in Boston's Pilot Schools Outpacing Others," *Education Week*, November 14, 2007.



1. Provide parents with online access to grades. This will be done through LAUSD school loop pilot program as funding permits.
2. Encouraging and soliciting parent participation on the CEAC, ELAC, Governing Council, and staff selection committee (as outlined in section B-6b, school level committees)
3. Engage parents in an active PTA
4. Provide meeting times for parent convenience
5. Back to School and Open House Student Led Conferences.
6. Student show cases, where parents are asked to participate and share in their child's learning experience.
7. Contacting parents of at-risk-students, and students who receive any D's or Fails will be contacted by **AEE** at the five week progress report
8. *Success for All* (SFA) 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.
9. Parents will be asked to complete surveys so they can have a voice in the direction of the school

To engage community members **AEE** will actively engage local community organizations to support the students socially, emotionally and academically. These organizations include the Boys and Girls Club, the Healthy Start Office, and the Mental Health Services Clinic.

C. Key Community Partnerships: *Discuss the specific ways in which community members will be included in the ongoing success of the school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, describe how you will develop and cultivate community partnerships with early education programs and stakeholders. **Please do not include letters of support.***

As a career focused pilot school, we believe that community partners are critical to furthering the mission and vision of **AEE** and will play a vital part in preparing the students for college and life beyond high school. Therefore, **ATCA** and **SJA** will actively seek new and/or foster existing community partners.

Currently, **ATCA** has partnered with local elementary and middle schools to provide the students with internships and hands on learning opportunities. The schools include:

- Dolores Elementary School (Early Education Center)
- Meyler Street Elementary School (Dual Language Program)
- Stephen White Middle School (AVID program)
- Caroldale Learning Community (K-8th grade)



In addition to local schools, *ATCA* has also formed community partnerships with local and district outreach organizations that provide summer teaching opportunities, scholarships, job placement, and internships. These organizations include:

- South Bay Center for Counseling
- LAUSD Career Ladder
- Urban Teacher Fellowship at El Camino College/ Harbor College
- Mission Ebenezer Family Church (Mission Kidz Preschool)

SJA will actively seek to add community partners that will be able to provide the students with internship opportunities, career exposure and scholarships for students of the social justice academy. These partners may include, but are not limited to the City of Carson and local non-profits and businesses.



Category Three: Leadership that Supports High Achievement for Students and Staff

B-6. School Governance and Oversight

a. School Type: *Briefly explain the rationale for applying to operate your school as a Traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school. Explain how you will handle the logistics and any challenges related to implementing a particular model, particularly if you will be transitioning the school from a different existing model. If you are a traditional, pilot, ESBMM, or network partner team seeking governance autonomy, explain how you will use the autonomy.*

Students ultimately learn best when they have made personal connections which come in both the form of accessing prior knowledge to relate to curriculum as well as making connections to their school community. These types of connections are made more easily in a small school setting³³. Because of this, the Pilot school model best fits **AEE**. By keeping the student population between 450-500 students, **AEE** faculty will be able to build personal relationships with their students and parents³⁴.

The small size of the Pilot school model also allows for the fostering of a professional climate of collaboration. Small teacher teams will be able to work in a meaningful way on curriculum, teaching strategies, school wide policies, and student interventions. Furthermore, small professional learning teams will be able to participate in teacher reviews for authentic evaluation leading to mutual respect among faculty.

The autonomy granted in the Pilot school model over professional development will allow these teacher teams to use data to target areas of needed growth and tailor professional development time to best serve student needs. Professional development time will be split between whole faculty sessions, content area teams, and academy teams on a rotating basis. Teams will be able to adapt professional development time to their needs. This will provide teachers with a greater voice, more control, and more buy-in creating the desired professional climate of collaboration.

The Pilot school model grants autonomy over budgets. **AEE** will use this autonomy to focus on lowering class sizes as well as providing authentic educational opportunities in the form of internships. Building on the California Partnership model, **AEE** will build partnerships with community organizations to offer internships for **SJA** students to engage in community building and solidify their understanding of social justice. **AEE** will also continue to build relationships

³³ Raywid, Mary Anne. "Synthesis of Research Small Schools: a Reform that Works". *Educational Leadership*. 1997-98 34-37.

³⁴ Wasley, Patricia A. and Richard J. Lear. "Small Schools, Real Gains". *Educational Leadership Magazine*. Vol. 58 No 6. 2001.



with local elementary and middle schools to provide tutoring opportunities as well as internships for ATCA students. Furthermore, available funds will be allocated to providing opportunities for every student to visit university campuses during their *AEE* career. By providing these opportunities *AEE* will build a strong sense of academic drive and a desire to further education at the post-secondary level. As well, the budget autonomy will aid in the implementation of project-based learning, as funds will be needed to run programs such as Rachel's Challenge and the Model UN.

Finally, the *Elect to Work Agreement* will be used in order to assure that *AEE* is staffed with dedicated teachers who have a common belief in the idea that a collaborative work environment, greater teacher participation, more autonomy, and ultimately more accountability are positive steps towards achieving student success. Faculty will commit to having at least one 45-minute office hour per week, participating in at most two 45-minute operational meetings a month, and participate in parent and student conferences as outlined in the *Elect to Work Agreement*.

- b. School Level Committees:** *Describe the decision-making bodies and general areas of responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making. Describe the process for gaining input from all stakeholder groups in making key decisions.*

Interschool Council will be made up of the three acting principals on the Carson Campus. The interschool council will be responsible for assuring equitable use and budgeting for shared resources among the three entities on the Carson Campus. The Interschool Council will meet monthly to discuss interschool issues.

Compensatory Education Advisory Committee shall advise and make recommendations in writing to the principal and the SSC on the development of an effective educational program and plan that raises the achievement of disadvantaged students.

Additionally, the Committee shall participate in the following (Board Rule 1370):

- Assessment of educational needs
- Establishment of priorities
- Planning of the educational program and budget resources
- Evaluation of the school and its academic effectiveness

The formation and composition of the CEAC shall adhere to all policies outlined in BUL-4184.1

English Learner Advisory Committee must advise and make recommendations on the following four (4) legally required topics:



- 1) Advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA), especially those sections related to English learners

Assist in the development of the school's:

- 2) Needs assessment
- 3) Language census (R-30)
- 4) Efforts to make parents aware of the importance of regular school attendance

Additional responsibilities of the ELAC include:

- Advising the principal and staff on the school's program for English learners.
- Electing and ensuring participation of at least one member to the Local District English Learner Advisory Committee.
- Participate in and assist the LDELAC in the dissemination of information and materials related to all aspects of the *Master Plan for English Learners*.
- Advise in the development of and approve the school's Title III and Economic Impact Aid-Limited English Proficient (EIA-LEP) budgets.

The formation and composition of the ELAC shall adhere to all policies outlined in BUL-1484.1

The Professional Development and Data Steering Committee will consist of the principal, the three academy leads, and any interested stakeholders. The committee will meet once a week to discuss and plan professional development until the professional development calendar is completed. The committee will then meet once a month or as needed to discuss alterations or additions to the calendar. The committee will analyze data to assess school successes and needs and use this data to make decisions regarding the best use of professional development time. Data will be collected using: my data; the LAUSD school report card; input from the governing council, stakeholder surveys, the CEAC, the ELAC, the Faculty review committee and the faculty at large. Data will include: attendance rates, graduation rates, CST scores, Summative assessments, disciplinary data, school demographics, and stakeholder input.

The Staff Selection Committee will consist of the principal, at least two academy lead teachers, a department representative, and a parent or community member. The Staff Selection Committee will meet on an as needed basis to conduct interviews and review applications for all applicants. Applications will be reviewed and a short list of at least five candidates will be selected for interviews. Interviews will be conducted using standard questions and relevant content area questions for all applicants, and all applicants will be evaluated on a rubric created by the committee. If consensus cannot be reached a final vote will be conducted.

The Peer Review Committee will consist of the principal and the three academy lead teachers. The Peer Review Committee will collect data from various sources to review teacher performance at the end of each semester. These data include bi-semester classroom observations



by professional learning teams, student outcomes (CST scores, attendance, grades, disciplinary actions, and student portfolios), stakeholder feedback (student and parent semester reviews), and teacher self-reviews included with their professional portfolios. If the Peer Review Committee determines that a faculty member is not meeting their obligations as a member of the school community, the committee will meet with that faculty member to determine specific goals for that faculty member to achieve by the end of the following semester (or April 15 if in the second semester) as well as a plan to achieve those goals. The principal will meet with the faculty member to discuss the achievement of the set goals at the end of the following semester (or before April 15th if in the second semester) and make a determination as to whether or not the faculty member will be offered an elect to work agreement for the following year. If the faculty member so chooses, the union representative may attend these meetings. If and only if the faculty review committee cannot reach consensus, and after a vote of the committee does not result in a majority decision, the decision to offer an Elect to Work Agreement will lie solely with the principal.

For the principal's annual review, the three lead teachers will collect data from faculty, parent, and student surveys, and the principal will be reviewed on a rubric based on the six California Professional Standards for Educational Leaders outlined in B-7a. The principal will present school wide goals as well as personal goals to the committee at the beginning of the year, and the review will include a summary of the outcome of the proposed goals. The principal's offer of employment will be renewed unless there is a majority vote by the Peer Review Committee. The Peer Review Committee's recommendations will be sent to the Governing Council and then to the local district superintendent for review and final approval.

c. Governing Council: *Pilot schools only. Describe the composition of the Governing Council and the process for membership selection.*

AEE governing council shall adhere to all policies outlined in BUL-4184.1.

The Governing council therefore will consist of 12 members: the principal, four elected classroom teachers, one other elected school personnel, three elected students, and three elected parents or community members.

The Governing council will be responsible for the following:

- Developing, approving, and revising the Single School Plan for Student Achievement
- Approving the overall budget (not just oversee categorical funds)
- Setting and maintaining the school vision
- Selecting and evaluating the principal annually
- Approving and revising the Elect to Work Agreement annually
- Handling the dispute resolution process as outlined in Bul-4148.1
- Developing school programs and policies



B-7. School Leadership

- a. **Principal Selection:** *Describe the criteria for selecting a leader for the school, and explain how these characteristics align with your school's unique mission and vision. Also describe the process that will be used to select the school leader. In the appendix, attach a formal job description for the Principal.*

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, the principal 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.

The Staff Selection Committee (outlined in B-8b) will act as the primary hiring agent of the principal. The staff selection committee will use a rubric and standard set of questions for evaluating and interviewing potential candidates. The Staff Selection Committee will submit candidates to the Governing Council for approval who will in turn submit candidates to the local district superintendent.

AEE will look to hire a principal who clearly sees 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. The California Professional Standards for Educational Leaders are six comprehensive standards developed by a consortium comprised of the Association of California School Administrators, the California Commission on Teacher Credentialing, the California Department of Education, and California colleges and universities. **AEE** will use these categories when hiring and evaluating the principal.

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.

b. Leadership Team: *Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation, and evaluation of the instructional program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.*

The **AEE** design team will act as the central leadership team and fulfill the role of all school level committees outlined in B-6 until such committees are established.

The three academy leads will play an essential role in the leadership of **AEE**. These positions will be elected positions, and elections will be held at the beginning of each school year to determine the academy leads. Because most teachers will be asked to teach in more than one academy, these elections will be open to all faculty members for voting. Aside from being part of the Peer Review Committee and the Professional Development and Data Steering Committee, the academy leads will be responsible for academy needs including: discipline for each students of their academy, procuring internships, monitoring the use of allocated funds, researching grant opportunities, planning academy activities and assemblies, monitoring the development of cross-curricular lessons, and instituting the academy's vision.

The three academy leads along with the principal will have access to a wide range of data that incorporates all stakeholders and that will allow them to steer school wide conversations about how best to use professional development time to address student needs, assess the success of implemented curriculum, and assess the school's progress towards implementing **AEE**'s vision. Weekly professional development will allow the leadership team to construct meaningful conversation where all faculty members feel that their input is valued.



Because of the extensive responsibilities of the academy leads, it is the hope of the design team that categorical funds will be available to fund a period off for each of these positions. Funding of the *ATCA* and *SJA* academy leads period off will be a priority because of the need to develop internship opportunities for Juniors and Seniors.

B-8. Staff Recruitment and Evaluation

- a. Staffing Model.** *Discuss the academic and non-academic staffing needs of the school from start-up through year three. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and instructional program. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.*

Based on our funding projections, **AEE** will be able to staff the following positions:

FTE Certificated Staff	Number of Positions
Principal	1
Counselor	1.18
Librarian	.18
English Teachers	4
Math Teachers	3
Social Science Teachers	3
Science Teachers	2
Foreign Language Teachers	2
Art Teacher	.5
PE Teacher	.5
Career Technology Teacher	1
Resource Specialist	1 ³⁵

Classified Staff	Number of Positions
Administrative Assistant	1
Financial Manager	.18
Nurse	.18
Psychologist	.18
Plant Manager	.18
Campus Aide	1
Building and Grounds Worker	.18
Custodian	.18
School Facilities	.18
Computer Tech	.18

These projections are based on a student population of 500 students, current funding models, and the division of the Carson campus into three parts of which **AEE** would account for 18% of the entire campus' student population. It is the design teams hope that funding will allow for two more teaching positions, as the current model requires at least one teacher to possess multiple credentials. (See appendix S for a sample budget)

The one CTE teacher will allow for the teaching of career-based curriculum, which is an essential part of the *ATCA* and *SJA* academies.

³⁵ Dependent upon student population



The three math teachers will allow for a heavy focus on math intervention, which has been identified as a school need.

The 1.18 counselors allows for the **AEE** to have a full time counselor as well as the services of a highly successful college counselor.

All teachers will be required to be highly qualified and possess a current CLAD certificate. English language learners will be placed in sheltered classrooms for all content areas except for a double block of ESL. The use of multiple teaching strategies outlined in appendix E will allow for the successful acquisition of both language and content. Professional development time will be used to address the identified school wide strategies and their implementation in the classroom. Dependent upon the student population, funds for an English Language Development coordinator may be requested from the local district in order to identify student needs and determine if an English language development curriculum (such as High Point) is needed.

All Special Education students will be mainstreamed into general education classrooms. Current research³⁶ suggests that special education as well as regular education students benefit from policies of inclusion. Resource specialists will be available to aide teachers in the implementation of designated strategies outlined in individual education plans and professional development time will be used to address the benefits of and struggles with the policy of inclusion.

b. Recruitment and Selection of Teachers. *Describe the criteria the school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. If you are a traditional, pilot, ESBMM, or network partner team requesting staffing autonomy, explain how you will use the autonomy. Note that pilot school applicant teams must attach a copy of your draft Elect-to-Work Agreement that teachers will be required to sign.*

AEE believes that the school faculty will be the base upon which the success of the school will be built. Because of this, each faculty member 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, successful candidates must believe in the small schools model inherent in the LAUSD Pilot School Model as well as career-based learning. **AEE** is looking for highly qualified and dedicated educators to staff the school. All candidates will be interviewed by the Staff Selection Committee and may be asked to present a short model lesson, a course syllabus, and sample student work. The Staff Selection Committee will use standard questions and relevant content area questions for each candidate interview, and candidates will be reviewed on a rubric that will be created by the Staff Selection Committee.

³⁶ Turnbull, Ann. Rud Turnbaull, and Michael L. Wehmeyer. *Exceptional Lives: Special Education in Today's Schools* 5th ed. Pearson: 2007.

Banks, James A. and Cherry A. McGee Banks. *Multicultural Education: Issues and Perspectives* 7th ed. Wiley: 2010.



Initially all five teachers and the counselor on the design team will automatically fill positions at **AEE**. The design team teachers will be distributed as equitably as possible among the three academies.

Because **AEE** will exist on the current Carson High School campus, all Carson High School faculty will be informed about the **AEE** vision and *Elect to Work Agreement*. The **AEE** PSC proposal will be made available for review. Those faculty members wishing to apply will be asked to submit resumes, and qualified candidates will be contacted by the Staff Selection Committee for interviews. Any position not filled by Carson High School faculty members during the initial interview process, will be opened to other candidates.

c. Performance Reviews. *Describe the development, evaluation, and support process for teachers, administrators, and other certificated staff. For internal teams: Explain how the following four measures will be incorporated into evaluations: observation of teacher practice, contributions to student outcomes, stakeholder feedback, contributions to school community.*

AEE will conduct teacher reviews based on a model that combines peer reviews and STULL evaluations. Teachers will form professional learning teams (PLT) consisting of three or four teachers. PLT's will be encouraged to form in cross curricular and multi grade level groups, but will be largely dependent upon conference periods. The goal of the PLT will be to form a collaborative group that reviews and strengthens teaching practice. PLT's will meet initially to discuss and set goals for the team, and plan out bi-semester observations. Each set of observations will be followed by professional development time to discuss classroom observations and completed rubrics. At the end of each semester, the PLT will compile teacher portfolios consisting of classroom observations, student and parent evaluation surveys, and teacher self-evaluations (to include an explanation of each teacher's contributions to the school community).

Portfolios will be turned into the Peer Review Committee outlined in B-6b. The Peer Review committee will add student outcome data as well as at least one formal classroom observation by the principal to teacher portfolios. The Peer Review Committee will then evaluate teacher portfolios and decide whether or not teachers will be offered an elect to work agreement for the following year.

The peer review committee will review all other certificated and classified staff based on student, parent and staff surveys, administrative reviews and any other relevant data.

The principal will be reviewed by the Peer Review Committee outlined in B-6b. The Peer Review Committee will meet with the principal at the beginning of the school year to discuss school wide goals as well as goals for the principal. At the end of the year, the principal will present a self-evaluation to the Peer Review Committee as to how well the set goals were implemented. The committee and the principal will discuss data collected from student, parent, and staff surveys; school wide testing data; and the accomplishment of the yearly goals. After



reviewing the data the Peer Review Committee's recommendation will be sent to the Governing Council and then to the local district superintendent for final review and approval.

B-9. Sharing a Campus

- a. *For applicant teams proposing and/or expecting to share a building with other teams, whether they are internal or external teams, explain how you will ensure all operations run smoothly on-site. Describe how you would ideally like to coordinate key resources such as indoor/outdoor space and professional development staff, as well as critical protocols such as safety procedures and bell schedules. Note that final decisions regarding spaces shared by charter and internal District teams will be made via the Shared Use Agreement (see Appendix M for sample). If you are proposing to collaborate with any other applicant teams for the campus, please indicate which applicant teams you plan to partner with.*

In order to facilitate the use of common and shared space, **AEE** will utilize the Interschool Council which consists of the three administrators for each school. The Interschool Council will meet monthly and on an as needed basis to assure equitable use and budgeting for shared resources among the three entities on campus.

AEE has aligned itself to the Main Campus's bell schedule, and each campus will be utilizing the Early Start Traditional Track Calendar. The Interschool Council will be share responsibility in creating a Master Calendar that creates equitable access to common space, and to align itself to District wide drills (fire/earthquake) and other site drills.

Many of the shared resources—College Counselor, Financial Manager, School Psychologist, Plant Manager and Nurse—will also be under the purview of the Interschool Council. All hiring and evaluation of these positions will also fall under the auspices of the Interschool Council. Other shared space includes the lunch area and the HEART Office.

Moreover, **AEE** is committed to following the guidelines for student behavior articulated by the LAUSD Student/Parent Handbook. This will also create a common approach to discipline and establish common standards of student behavior



C. INTERNAL MANAGEMENT

C-1. Waivers. *Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and ensure the successful implementation of the school. Complete and attach the Waivers Request form to request waivers needed in the 2012-2013 school year.*

AEE will require Waivers for the following:

Priority Placement of Design Team Members at AEE

Rationale: The *AEE* Design Team began as a group of teachers, but soon realized the need to add an Administrator and Counselor to help create an effective proposal. Every member of the Design Team has played an integral part in the development of the proposal, and the *AEE* pilot school would suffer greatly without their presence.

Common Lesson Plan Template

Rationale: 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.

Peer Evaluation

Rationale: 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 of 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.

C-2. Budget Development: *For Traditional, ESBMM, Pilot and Network Partner Schools. Review the budgetary flexibilities granted via Budgeting for Student Achievement (see Appendix J). Outline your school's priorities from start-up through year three. Describe the process for developing the annual school budget. In particular, explain how you will engage and incorporate input from a broad cross-section of stakeholders.*

Budgeting is important to realizing the mission and the vision of *AEE*. Therefore we have established the following priorities to budget for student success:

At *AEE* our budgeting priorities are to ensure the following:

1. Highly qualified and motivated faculty
2. Authentic and Data Driven Professional Development



3. Reduced Class Size
4. Ability to offer Advanced Placement, Enrichment and Intervention courses to ensure a well-rounded and academically successful student population
5. Funding a period off for three academy leads (Freshmen Success Academy, Accelerated Teaching Career Academy, Social Justice Academy)

Year 1 Budgeting goals:

1. Class size reduction. Keeping class size to 35:1
2. Developing and implementing core curriculum pieces which include Seminar and Intervention courses

Year 2 Budgeting Goals:

1. To provide career based enrichment opportunities for the students. Including internships, guest speakers and career based field trips.
2. Provide at least one college field trip for the students.

Year 3 Budgeting Goals:

1. To begin the funding of at least one mobile computer lab.

Engaging and Incorporating Input from Stakeholders

AEE will work extremely hard to engage and incorporate input from a broad variety of stakeholders. Philosophically, **AEE** sees itself as a school that belongs to the community, and we look to our community stakeholders to provide important feedback to help us successfully educate our students and to help us meet the needs of our community. We plan to engage the community in several ways:

- Include parents and community stakeholders on Learning Walks.
- Survey parents to assess school's effectiveness.
- Continue to nurture existing relationships with local schools and community organizations.
- Create new relationships with local businesses and organizations for the Social Justice Academy.
- Increase outreach to alumni, to create a network of success for **AEE** students to access.

The relationships **AEE** forges with community stakeholders—and the input we will receive from them—will help **AEE** meet its goal of increased academic success for all students.



Academies of Education and Empowerment
Public School Choice 3.0



Academies of Education and Empowerment
Public School Choice 3.0
Final Letter of Intent
Appendix A



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			gap0784@lausd.net	Carson High
2. Brian Cramp			bwc9382@lausd.net	Rancho Dominguez Prep
3. Joseph Davidock			jdavidoc@lausd.net	Carson High
4. Daniel Nunez			dxn0154@lausd.net	Carson High
5. Denise Rendon			drc1643@lausd.net	Carson High
Michelle Bryant			mwilli20@lausd.net	Carson High
Jessica Ravelo			Jlh9050@lausd.net	Carson High



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. Establish relationships with community to facilitate math projects. 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%	



Appendix C

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 9th 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%					



Appendix C

CULTURE/CLIMATE & MISSION-SPECIFIC								
13	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.
14	Attendance Rate for All Staff (96% attendance rate)	55%	58%					
15	Number of Suspensions	583	529					
16	School Experience Survey: % Parents Participating	21%	6%					
17	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
<p>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.</p> <p>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.</p>
Data Driven Design y centrado en el estudiante del Programa de Instrucción
<p>Estudiante necesita:</p> <ul style="list-style-type: none">• 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. <p>Garantizar a los estudiantes estén preparados para su carrera en la universidad:</p> <ul style="list-style-type: none">• 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



<p>de los estudiantes en la escuela y prepararse para la universidad y la carrera.</p> <ul style="list-style-type: none"> • 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.
<p align="center">Programa de Instrucción</p>
<p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p align="center">Cultura de la escuela</p>
<p>AEE cultura:</p> <p>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>



<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 atráctidos 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
<p>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.</p> <p>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.</p>
Pagdisenyo ng Planong Batay sa Data at Programang Educasyonal para sa Mag-aaral
<p>Mga kailangan ng mag-aaral:</p> <ul style="list-style-type: none">• 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. <p>Tinitiyak na handa para sa kolehiyo at karera ang mag-aaral:</p> <ul style="list-style-type: none">• 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 luluhok 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 pagtukod, 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 tatrabaho 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 naghihiikayat 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 panatilihi sa kanila alam sa pamamagitan ng alinman sa pakikipag-ugnay sa mga magulang ng mga mag-aaral na



<p>makakatanggap ng anumang mga D&#39;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.</p>
<p>Staffing</p>
<p><i>AEE</i> ay naghahanap para sa mga highly qualified at motivated guro at kawani. <i>AEE</i> 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 <i>AEE</i> guro at kawani ay handa upang suriin at sinusuri sa pamamagitan ng kanilang mga peers.</p>
<p>Aplikante Koponan Contact Impormasyon</p>
<p>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</p>



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
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27	28	29	30	31		

SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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31						

JANUARY						
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
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APRIL						
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29	30					


MAY						
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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



Academies of Education and Empowerment
Public School Choice 3.0
Bell Schedule
Appendix J

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.



Academies of Education and Empowerment
Public School Choice 3.0
Principal's Job Description
Appendix M

- 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
Federal Requirement, District publications and forms are available	Search and Serve	<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.
Outcome 2	Intervention Programs	<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"> 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. 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"> Students will come to school prepared to learn and will keep interruptions or passes to a minimum. Students will complete assigned task to the best of ability. 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>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>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>
Necessary for Planning, will be provided	Description of Student Population	<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>
Outcome 2	Special Education Program Description	<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> <p>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.</p> <p>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.</p> <p>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>
<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
Federal requirement	Access to Extra-Curricular/Non academic activities:	<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>
Federal requirement	Providing Extended School Year	<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
Federal Court requirement	MCD Outcomes (to be woven among others)	<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 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>



Academies of Education and Empowerment
Public School Choice 3.0
Service Plan for Special Education
Appendix N

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>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 charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

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

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

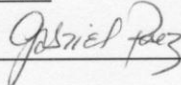
7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

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

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

Name of Lead Applicant 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: _____



Academies of Education and Empowerment
Public School Choice 3.0
AEE Proposed Budget
Appendix T

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 ☒ 13 - 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.

Recount-2/6/12 pdr

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	M0	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 pdm
NO 2

1/31/12 pdm
Witness: *Nunez*