

Revised 2/7/12



LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

**Public School Choice 3.0
Proposal
Carson High School**

**Academy of Medical Arts
at Carson High School**



Table of Contents

A. Summary Analysis		2
B. Instructional Plan		
a. Category One: Unwavering Focus on Academic Achievement		
i. Curriculum & Instruction		10
ii. Professional Development		24
iii. Assessments & School-wide Data		29
b. Category Two: School Culture, Climate, and Infrastructure		
i. School Culture & Climate		35
ii. Parent & Community Engagement		45
c. Category Three: Leadership that Supports High Achievement for Students and Staff		
i. School Governance and Oversight		54
ii. School Leadership		55
iii. Staff Recruitment and Evaluation		59
iv. Sharing a Campus		62
C. Internal Management		63
D. Operational Management (not applicable)		65
E. Informational Summary		
o Parent Supplement English		AA1
o Parent Supplement Spanish		AA5
o Parent Supplement Tagalog (<i>resubmitted from 11/18/11</i>)		AA9

Appendices

A. Letter of Intent— <i>resubmitted from 11/18/11</i>		A1
B. Commitments and Expectations Form-- <i>resubmitted from 11/18/11</i>		A3
C. Curriculum Development Timeline-- <i>resubmitted from 11/18/11</i>		A5
D. Signed Copy of the Assurances Form -- <i>resubmitted from 11/18/11</i>		A7
E. Service Plan for Special Education-- <i>resubmitted from 11/18/11</i>		A9
F. Applicant History Data Sheet-- <i>resubmitted from 11/18/11</i>		A31
F2 – F10. Applicant Team Resumes		A32
G. Professional Development Schedule-- <i>resubmitted from 11/18/11</i>		A41
H. Assessment Development Timeline-- <i>resubmitted from 11/18/11</i>		A42
J. Budgeting for Student Achievement (not applicable)		
K. Sample Calendar 2012-2013-- <i>resubmitted from 11/18/11</i>		A51
L. Sample Daily Schedule-- <i>resubmitted from 11/18/11</i>		A52
M. Shared Use “Good Faith Agreement”		A54
N. LAUSD/UTLA Waiver-Side Letter Request Form-- <i>resubmitted from 11/18/11</i>		A55
O. Proposed Textbooks and Supplemental Material		A58
P. Performance Plan-- <i>resubmitted from 11/18/11</i>		A62
Q. Policies for Retention, Graduation, and Student Behavior		A64
R. Job Description for Principal-- <i>resubmitted from 11/18/11</i>		A65

W. Elect-to-Work Agreement (<i>resubmitted 11/18/11</i>)	A67
Attachment 1. Quality Schools Principles and Priorities Worksheet	A70
• Priorities Adopted by Parents, Students and Community Members for Carson High School and Design Team Responses	
• Questions Prepared by Parents, Students & Community for Applicant Team: Academy of Medical Arts and Design Team Responses	
Attachment 2. UTLA Whole School Vote to Accept New Governance Models	A74
Attachment 3. UTLA Small Learning Community Vote for Governance Conversion	A75
Attachment 4. Commitment to the Plan for Design Team Member	A76

Applicant Team Personal Information Form
(*not included in page count*)

SECTION A: SUMMARY ANALYSIS

Mission and Vision. *Describe the mission, vision, and core beliefs as well as the school's values about teaching and learning.*

Mission Statement: The Academy of Medical Arts (AMA) will foster academic scholars who will seek to learn throughout their lives, to participate in society in a meaningful way, and to advocate for and create healthy communities. AMA students will participate in their own education and develop the skills that will facilitate success in college, career, and life. AMA strives to graduate 100% of our students, educate 100% of our students, and bring all students to proficiency in academic and career technical education standards.

Vision Statement: The Academy of Medical Arts will prepare all students for college, career, individual responsibility, and civic participation. We will offer thematic learning opportunities for all students to utilize multiple lenses to examine health science and medical practices around the world; to make ethical decisions that benefit humankind; to explore the broad interconnected health, allied health, and medical fields, and to embrace technology and entrepreneurial ideas in the pursuit of the art of medicine and wellness. Students will excel through academic classroom practice and work-based and career explorations beyond the school walls.

Values: The Academy of Medical Arts will value interdisciplinary studies, the democratic process, student voice, shared leadership, positive relationships, community participation, and learning that extends beyond the physical school walls. For staff members, teachers, administrators, parents, community members, and students, teamwork will be a hallmark of the culture. The principal will create regular opportunities for professional development and learning for the staff; adult learning will be valued. The principal will also communicate effectively and keep all stakeholders focused on the task of offering engaging student opportunities that lead to achievement. Staff members will reflect regularly and share ideas openly through verbal and written communication that is professional and concise. Students will actively participate in school leadership, maintaining professional relationships with the Wellness Center, community members, business partners, and Health Occupation Students of America (HOSA). Parents will actively support and monitor student progress through attendance and participation at quarterly school functions and will communicate with staff via the school's parent portal. Community members will provide work-based learning opportunities for students and staff as well as support our local community health initiatives.

Students who graduate from the Academy of Medical Arts will be:

- Well-versed in career professionalism as a result of 3 years of hands-on experience in the health and medical fields;
- Problem solvers and decision makers who persevere through challenges;
- Empathetic individuals with highly developed interpersonal skills;
- Informed, culturally literate citizens;
- Ethical individuals ready for the rigor and relevance of college and career;
- Individuals who reason and communicate effectively, and
- Technology-savvy individuals who can be true participants in the 21st century.

Motto: The hearts that believe and the hands that achieve.

Educational Philosophy: We envision a school built around critical thinking, no subject taught in isolation, and students playing a vital role in many aspects of governance. While we will value and nurture students as individuals who exhibit different intellectual strengths and profiles, we will also work to develop Howard Gardner's Five Minds for the Future in each student. The five minds are: the Disciplined Mind (achieving mastery in a subject or discipline), the Synthesizing Mind (judicious use of organizers, stories, and analogies between areas), the Creating Mind (use of cognitive skills, personality, and temperament), the Respectful Mind (assumption that diversity is positive and individuals respect each other) and the Ethical Mind (we are not only responsible for what we do but for what we do not do). This mindset will be fostered in the classroom where skills are sharpened and connections are made, in the workplace where skills are applied and decisions are made, and in the community outreach and education students will to continue implement as part of the Carson Mayor's Student Health Task Force, South Bay Family Clinics and Carson Wellness Center advisory board. In fact, the majority of the design team members are from Carson Health and Medical Partnerships, (CHAMPS) a small learning community at Carson High School.

We have had success helping students succeed in testing and in acquiring an education. At the Carson Back to School Night on October 13, 2011, students, parents, and families from CHAMPS participated in the largest numbers and our teachers even set a school record for attendance at this parent evening. This is the type of commitment to working with families that will be an AMA tradition. In addition, we envision a school where cooperative learning and conflict resolution as described by David W. Johnson and Roger T. Johnson (1999) help students understand how to be successful in the 21st Century in their academics, careers, and social connections.

School Data Analysis. *Provide an objective, critical analysis of the data by describing the major strengths and opportunities for improvement at the school. Briefly outline your top priorities and necessary action steps.*

Analysis of Carson High School's student data suggests there are several obstacles to student achievement. Indeed, the most problematic are: 1) A culture of academic indifference fueled by a lack of school pride among a large number of students and perhaps even members of the parent and staff communities, 2) Low test scores and dismally low math scores across grade levels and among all subgroups of students, and 3) An alarming percentage of truant or tardy students period-by-period on a daily basis. These three systemic issues are harming the climate, reputation, and ability to teach and learn at Carson High School. Our priorities as a pilot school are to change the non academic culture at the school, to engage students in math and science through challenging and engaging interdisciplinary lesson plans, projects, and work experience, and to make punctuality and attendance an honored and rewarded behavior.

A culture of academic indifference

Overall, in 2009-10, 9th grade students at Carson High School were below the district average for grade promotion as only 56% had actually earned the needed 55 credits to advance to 10th grade. While students in 10th and 11th grade fared better, they were still below district averages. When almost half of student subgroup is failing to acquire the necessary grades to be promoted to the next grade level, it is a serious indication that students are not being supported in their learning. Clearly, students need to believe that they are capable of learning and passing. If half of the 9th graders are failing in two or more subjects, it is a sign that students either believe it is not important to succeed in school or that many students need an engaging, student-centered and more personal learning experience the Academy of Medical Arts intends to provide. AMA will be a school

that always stresses the importance of education and the potential of each and every student. Currently, students have very limited options for summer school or credit recovery.

Low overall test scores and dismally low math scores

In the recent past, Carson High School has not met its goals of raising standardized test scores to set targets. When examining the California Standardized Test results, it is obvious Carson experienced a net gain in 2009-10, however, only 34% of the students were proficient or advanced in English Language Arts—3% lower than district average—and only 8% of the students scored proficient or advanced in Math, well below the district average of 17%. Analysis of the performance of the subgroups shows that the Asian and Filipino students are scoring above the other students, with African American, Native American and Pacific Islander all scoring less than 30%. The school has made progress in addressing the needs of the Economically Disadvantaged, and English Language Learners, but both subgroups still lag behind district averages.

Math scores are dramatically worse than English Language Arts scores. Indeed, the only subgroup to exceed the district average was the Asian population with 20% scoring proficient or advanced. The White and African American subgroups were at only 2% and 3%, respectively. With regard to the California High School Exit Exam results, Carson High School has been making some gains. In 2009-2010, the percentage of 10th graders passing CAHSEE was 65%, one percentage higher than district average. In 2010-11, the percentage of Carson students passing English was 73.5% whereas in CHAMPS it was 93%. The percentage of students passing Math from the general population was 72% and within CHAMPS it was 88%. From the general population, 41% of students expressed an interest to attend a four-year college or university, while 75% of students from CHAMPS SLC responded that they planned to attend a four-year school.

Clearly, test scores need to be raised, especially the math scores. Our school will be diligent in making sure all students from all subgroups are given the tools they need to be able to achieve success on standardized tests and master the California State Standards in all academic areas. We will do this through our carefully orchestrated interdisciplinary lessons and project based learning opportunities. In addition, our emphasis on work-based learning experiences for all students will not only engage them in school and allow them to observe professionals using communication and math skills, but also to apply their communication and math skills in authentic situations.

In fact, CHAMPS students fared better than the general school population on the 2009-2010 CST tests: 50% of our students were proficient or advanced in English Language Arts and 9% of students were proficient or advanced in Math. The chart compares the students in Humanitas/CHAMPS performance with that of the Carson general school population.

CARSON SENIOR HIGH (8575)

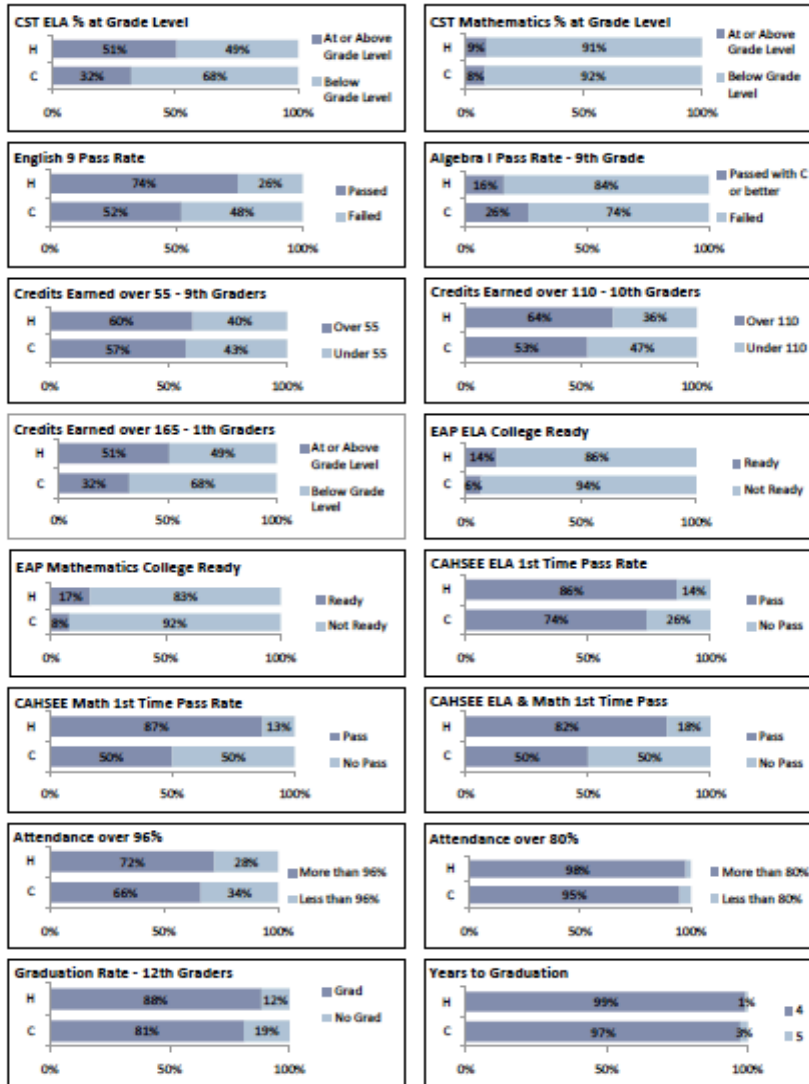


Chart Information for 2010-2011

--H=*Humanitas* and CHAMPS side by side Small Learning Community

--C=Carson High School

An alarming percentage of truant or tardy students

There are barriers to student achievement that are not reflected in the testing and survey data but are factors worthy of consideration. Students arriving late to school and Carson's high number of period-by-period trancies confirm multiple research studies that demonstrate the strong correlation between poor attendance and failing student achievement. *Present, Engaged & Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY September 2008. Carson has only 64% of students achieve 96% or higher daily attendance and close to 30 % of students ditch or are truant in one or more classes per day, according to Performance Meter.

The Academy of Medical Arts at Carson High School will institute a daily schedule to help students achieve their academic, career, and social goals by addressing this obstacle to success. In fact, with 500 or fewer students, our proposal is to structure our daily practices to make sure students are on time and accounted for each day and in each class. We propose to reside in the Carson High School "H" and "S" buildings, which are located near the entry gate on 223rd Street. We plan to rotate staff supervision of the gate at the beginning and end of each period every day. In addition, we plan to have a special schedule that includes a Period One embedded intervention or enrichment class each and every day before the regular block schedule to ensure that the same adult is meeting with students and enforcing the school's policies. Because we will have only 25 rooms to monitor, our principal, academic counselor, and career technical education advisor will visit each class to monitor attendance and on-time behavior and take appropriate measures to support students in their compliance.

Applicant Team Analysis. *Provide evidence of the team's ability to successfully manage the academic operations of a school.*

The members of our design team are Carson Health and Medical Partnerships teachers who are trained in the *Humanitas* interdisciplinary teaching pedagogy, Linked Learning curriculum, and Project-Based Learning principles. These principles will help inform instruction at the Academy of Medical Arts at Carson High School. We will give students real world, out of the box experiences and engaging problems to solve. We will work collaboratively to design units of study and project-based learning modules that provide students with choices of how they demonstrate mastery of the standards. In this way, we will engage students in academic material and impress upon students the importance of education. As a design team, we know we are well suited to manage the Academy of Medical Arts at Carson High School; we have run successfully CHAMPS, a career-focused interdisciplinary small learning community, for three years, and we have forged important connections in the community that serve to advance student learning and engage students in learning. Our CAHSEE and CST scores are better than the comprehensive high school as a whole as seen above. Moreover, we continue to grow as educators and we continue to immerse ourselves in the same career technical education we offer our students; we take advantage of training, externships, and health career consortium workshops alongside health care providers. It is in our modeling of lifelong learning that we show our students the secrets to success in education.

Our program will be based on interdisciplinary curriculum due to our experiences with and passion for authentic project based learning infused with challenging academics and engaging career focused explorations. During the student projects and work based learning, they will also receive instruction in all A-G disciplines and health science and medical technology career technical education. They will be given formative assessments that mimic standardized testing essays and multiple-choice questions. Students will learn the value of learning for the sake of knowledge, and

to reason and communicate effectively. By providing engaging and meaningful tasks and a variety of differentiated assessments, we will be able to raise test scores and reward student achievement.

There is great need for medical workers. According to the Bureau of Labor Statistics, healthcare will generate 3.2 million new wage and salary jobs between now and 2018. Moreover, 10 of the 20 fastest growing occupations are healthcare related. Healthcare was one of the largest industries in 2008, and provided 14.3 million jobs. Most workers have jobs that require less than 4 years of college education, but health diagnosing and treating practitioners are highly educated. Our program is a blend of the arts and humanities in academics and health science and medical technology on the career technical education and work based learning side so that students, parents, and teachers can make the continual improvements in the way we see the world and the way we acquire and use knowledge. The website, The Dental School Nation, has a top ten tips for getting into Dental School and these same tips hold true to medical school and any degree program. Among the tips are: Keep Your GPA High, Ace Your Admissions Test, Conduct Biomedical or Clinical Research, Obtain Great Reference Letters, Job Shadow, Volunteer and Obtain a Job in a Related Field, and Be Well Rounded.

Students will realize that they need to be in class on time to truly participate in school projects and be eligible for field trips and work-based learning. Students will accomplish most of their learning through group collaborative learning, but students need to be present to be in a group. All student projects will be presented to peers, parents, teachers, or business partners so that students receive valuable feedback. Students then will reflect on their learning and add the project rubrics, panel feedback forms, and reflection pieces to an assessment portfolio that will grow to reflect their four-year achievement and growth. This public involvement in student learning and ability to show work assessed over time will change the individual student mindset to one of intrinsic motivation to be present, engaged, and accountable.

As a design team, we know we are well suited to manage the Academy of Medical Arts at Carson High School; we have run CHAMPS, a career-focused interdisciplinary small learning community, for three years and we have forged important connections in the community that serve to advance student learning and engage students in learning. Our CAHSEE and CST scores are better than the comprehensive high school as a whole as seen above. Moreover, we continue to grow as educators and we continue to immerse ourselves in the same career technical education we offer our students; we take advantage of first aid/CPR instructor training, externships, and health career consortium workshops alongside health care providers. It is in our modeling of lifelong learning that we show our students the secrets to success in education.

School-level data can be found in the [Applicant History Data Sheet \(Appendix F\)](#).

To be successful in a turnaround environment, a new pilot school requires an ability to honestly look at the data and the student population. Then, apply innovative strategies to engage students in meaningful instruction that best meets their needs as reflected in that data. The Academy of Medical Arts offers students challenging academic course work and work based learning experience in the health and medical field. This dual approach of offering academic rigor and work-based learning gives high school students an early opportunity to excel in both career and college. The adults and students at the school will work in collaboration. The “adult population” includes parents and community members. Participation by all stakeholders creates buy-in to a school mission and vision. By forging alliances between parents, teachers, and students we will mitigate criticism about holding students accountable for their work and behavior and also eliminate

barriers to systemic school change. Thus, our pilot school will sustain relationships built on collegiality, trust, democracy, and innovation.

When the teachers in CHAMPS formed the pathway program at Carson High School three years ago, choosing the health science and medical technology sector was not due to teacher preference or whim. On the contrary, the decision was made based on surveys at the school and within the community. Students, parents, business leaders, and other stakeholders were polled using both the web-based Survey Monkey and paper copies of the survey and there was an overwhelming (88%) desire for a program in health science and medical technology. This dedication to serve all stakeholders, and this respect for the needs and interests on the part of the students, is precisely what will ensure success as a pilot school.

Finally, the Academy of Medical Arts at Carson High School will address lagging test scores, student indifference, and credit recovery through a blend of interdisciplinary problem-based, hands-on learning that is research-based. Our design for the Academy of Medical Arts at Carson High School is to begin to foster the focus on education, the importance of community involvement, the job shadow and research opportunities in health care and medicine, and the love of humanities, arts, and science in our students to lay the groundwork for their future.

SECTION B: INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

Curriculum and Instruction

Instructional Program. *Provide a thorough description of the proposed instructional framework and the underlying theory that drives it.*

The instructional philosophy of the Academy of Medical Arts is rooted in the idea that students will graduate with all the academic and professional tools they'll need to be successful in the job market as well as in post-secondary experiences. Our students will also be moral, ethical citizens whose lives are rooted in the community. Our goals are to close the gaps in achievement currently plaguing Carson High School by engaging students in daily instruction and work-based learning opportunities, cultivating achievement, especially in math and science, and motivating students to be present in class on time and accountable for their behavior. We will accomplish this through unique interdisciplinary lessons thematically linked to historical and current trends in health science and medical technology. Students will work in collaborative groups, will be given the freedom to design projects that demonstrate mastery of academic standards and career technical education standards, and learn through authentic hands-on opportunities in work-based learning.

The school is being created by academic teachers who have woven academic standards, medical and health instructional concepts, and Career Technical Education standards into individual and interdisciplinary team units so that as students enter their career education and college classes they come with a foundational knowledge of health and medicine as it has developed around the world throughout history.

The students will have internalized strong communication skills, collaborative skills and learning skills. Central to the AMA's instructional program will be the ASCD's groundbreaking *Habits of Mind and Heart* series that provides the pedagogy to help transform student thinking and enhance emotional dispositions that students need as lifelong learners. Habits of mind are a set of thinking dispositions that help students develop their critical and creative thinking skills. They are the mental habits individuals can develop to render their thinking and learning more self-regulated whereas habits of heart are a collection of emotional dispositions designed to help young people develop their social-emotional intelligence. Habits of heart help people care for, identify with, and honor others, and respect the emotions and rights of others and how they see the world. Student and teacher work, teacher planning, assignments, assessments, professional development are based on the following 7 habits:

- The Habit of Convention: Meeting accepted standards in any academic area in order to be understood and to understand others
- The Habit of Perspective: Addressing questions from multiple viewpoints and using a variety of ways to solve problems
- The Habit of Evidence: Bringing together relevant information, judging the credibility of sources, finding out for one's self

- The Habit of Connection: Looking for patterns and for ways in which things fit together in order to bring together diverse material and form solutions
- The Habit of Collaboration: Making appropriate provisions for accepting and giving assistance
- The Habit of Service to the Common Good: Demonstrating an awareness of the effects of one's actions upon others and a desire to make the community a better place for all
- The Habit of Ethical Behavior: Demonstrating how personal values influence behavior and a set of principles by which to guide one's life

Mindful of incorporating the seven *Habits of Mind and Heart*, students in 9th grade learn about the individual in society and in 10th grade they move to the development of the modern world and health science and humans' important roles in society. Ninth and 10th grade teacher teams work to instill habits of mind, focus on academics, and service to the community ethics in all students. Students in 11th grade explore the history, practices, and arts of the United States and in 12th grade students bring all they have learned to their community via individualized senior projects. From the moment students enter 9th grade they are introduced to the *Humanitas* interdisciplinary pedagogy and *Linked Learning* work-based health science and medical technology career modules that offers opportunities for AMA students to learn through real-world experiences, such as internships, apprenticeships and school-based enterprises. These interdisciplinary units are not only grade based but are vertically aligned to provide the necessary framework for student mastery in a successive ladder. Upon entering the Academy of Medical Arts, each student is immersed in an environment where nothing is taught in isolation, allowing individual students to understand the importance of making connections.

Much of our curriculum will be premised on the work of pioneering psychologist Lev Vygotsky whose seminal work on constructivism advanced the theory that social interaction plays a fundamental role in the process of cognitive development. Vygotsky's ideas influenced education by explaining the Zone of Proximal Development and culturally relevant benchmarks for each child. The Zone of Proximal Development theory asserts, that learning occurs in the space between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability to solve the problem independently. As part of the pilot school curriculum, students will be engaged in health-related topics in all subject areas, ranging from English to Social Studies to Science. There have been several successful projects completed in the award-winning CHAMPS program that will be replicated in our AMA pilot school program. For example, students in Carson Health and Medical Partnerships' 9th and 10th grade are immersed in Project Citizen in the spring semester each year. This project involves student groups identifying problems and issues that serve as barriers to health and wellness at Carson High School or Carson as a whole. Students gather facts and statistics through surveys, interviews, and observations, as well as by analyzing information on the Internet and in periodicals. Students examine current public policy and civic programs on the topic and determine what they think can be done to improve the situation, raise awareness, or solve the problem. The students create an action plan and begin to implement change. An example this year was an investigation into student stress levels and stress management. The students suggested that school officials reach out to students and host community meetings on stress management. At the pilot school, students will be engaged in these types of projects, not only when the faculty can fit it into the broad mandates of the various departments and school units, but as a matter of regular instruction!

Another successful student project example from Carson Health and Medical Partnerships that will be replicated and expanded in the AMA is the 11th grade biomedical debate, which is a project that ultimately allows the students to compete at Health Occupation Students of America or HOSA State Leadership Conference. This project is completed by teams of four students who review primary and secondary source materials and then debate in front of members of the community. The topics for 2010-11 included “Should there be mandatory drug testing of student athletes?” and, “Is online education a solution to the current health care worker shortage?” These are important concerns for not only society today but for students who are exploring a career in health care, medicine, or allied health. One team of students finished in 2nd place in California and 9th place in the nation. This project was completed in several interdisciplinary classes: 11th grade English, US History, and Physiology. Imagine the success the students will have when the entire school is structured to support this type of enriching, relevant, and college or life-preparing endeavor.

Finally, 12th grade students produced Public Service Announcements for a campaign, “Get a HEALTHY dose of sunshine!” that played during Carson parent events and on the school website. The PSA spots were based on research the students conducted about sun exposure balanced with a, “Get out and move!” message. The students who produced this video were honored with 2nd place at the HOSA State Leadership Conference and went on to National HOSA Convention. Again, the students would have been allowed both additional time and additional teacher guidance and focus if the project was produced in a supported, interdisciplinary focus from all academic teachers. At our pilot school, these projects will be undertaken because the entire grade level team has discussed and tied the learning to state and national core standards, work that is relevant and authentic, and to actual intellectual rationale.

In addition to the *Humanitas* interdisciplinary pedagogy, curriculum at all grade levels will be infused with the *Facing History and Ourselves* (FHAO) philosophy. This educational philosophy introduces students to the importance of making ethical choices and provides students with a strong sense of identity. These crucial tools will bring our students success both in the medical field right out of high school and as they pursue higher education.

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.

“I do not teach my students, I give them the environment for them to learn.”—Albert Einstein

AMA CURRICULAR AUTONOMY

A cornerstone of our program is students constructing knowledge by blending interdisciplinary, project-based learning with hands-on Work Based Learning via such medical facilities as

- Harbor UCLA Medical Center
- Long Beach Veteran’s Health Care System
- Sunnyside Nursing Home
- Los Angeles BioMed
- Torrance Memorial Medical Center
- Los Angeles Children’s Dental

We need a flexible schedule and engaged faculty devoted to student achievement through our educational style and pedagogy. This is especially critical in the area of math, where we have never had dedicated math teachers who passionately embrace the work-based learning or interdisciplinary curriculum.

The proposed AMA curriculum is well aligned with our vision, mission, and instructional philosophy to create focused scholars who embrace math, the sciences and the arts and who have the ethical compass and empathic capacity for work in health, wellness, or medicine.

The Academy of Medical Arts will use the career technical education standards to align academic, work-based, and social experiences for students so that nothing is learned in isolation. Our goal is to ensure that the curriculum has meaningful direct connections to the world. Connections to the community will increase in scope and meaning from grade level to grade level. Thus, our ninth graders will work with the feeder middle schools on relevant and timely health science projects, including exercise and nutrition. Our student ambassadors to the middle schools will also introduce the components of Health Occupation Students of America (HOSA), a national career technical organization for students, and invite membership in our JUMP chapter specifically designed for middle school students interested in exploring careers in health science, wellness, and medicine. The 10th graders will begin weekly volunteer work at Harbor-UCLA Medical Center to explore health careers, learn compassion and work ethics, and complete a project. Tenth grade students will also investigate health and wellness in our community via participation in Project Citizen. In 2010 and 2011, 10th grade student portfolios from our existing Small Learning Community advanced to the State Showcase and won recognition for the ideas and policy changes presented.

This is the type of work we will use as a benchmark for the students in our pilot school. Project Citizen is a project that spans grade levels and allows students and teachers to focus on projects and ideas that are interesting to the students, relevant to the school and community at large, and packs a punch with regard to standards on which teachers would be focusing. Examples of topics from the 2011 Project Citizen Showcase are: Obesity and Lack of Exercise in high school, Plastic bottles and their impact on the environment, Autism in Our Community, the Effects of Air Pollution in Carson, and Teenage Partying and Its Consequences. Through these projects, students chose topics, conduct exploration through interviews, field trips, simulations, and traditional methods, student examine and evaluate existing policy, propose new policy, and create a plan of action to affect change. A 10th grade student project on fast food advertising and its effects on adolescent diet and obesity represented Los Angeles at the State Show and was awarded "Outstanding" ranking.

We have worked with Annenberg-funded *Families in Schools* to pilot a parent engagement portfolio to connect student learning to the home and community. All work is presented and evaluated by the students after the presentation and a final written project becomes a part of the portfolio. This is important to our pilot school because it teaches students to become advocates for health and wellness in the community. In fact, as part of CHAMPS during the 2010-11 school year, proposals presented by the students were adopted and are being implemented by Carson Mayor Jim Dear, and those students are serving on a newly created student task force.

Another example of ongoing student collaboration is our 10th grade students will continue working with our adopted Sister School in Sudan, The Obama School, and prepare for the HOSA State Leadership Conference and even National Leadership Conference. The HOSA competitive event guidelines are wonderful springboards for student projects that are easily embedded into our thematic units and allow students to apply the knowledge they acquire in internships and work-based learning experience. These are engaging and are tied explicitly to our career pathway and many involve working for change in the community. These projects are empowering for students as they have an authentic and authoritative voice. At the current time, finding the instructional time, creating needed teacher teams, and allowing for flexible scheduling to implement this authentic intellectual work is difficult. We seek to place work-based and project-based opportunities at the fingertips of each student in order to allow them the hands-on experience in the real world of

health and medicine. The autonomy afforded a pilot school will facilitate the creation and on-going expansion of health care related real world scenario and experiences.

In eleventh grade students will begin working with mentors from the professional health and medical community. These mentors, who will work with students bimonthly for two years, are able to offer real world training for students as well as offer tutoring and advisement. Juniors will also be assisted in planning for their summer internships, visiting university campuses and hospitals, taking career technical education pathway classes, such as Medical Terminology and Psychology via dual-enrollment community college coursework, and participating at a more skills-based level in HOSA. Moreover, because everyone at the Academy of Medical Arts will buy-in to our focus on work-based learning, 11th grade students will be trained to work 2 hours per week or more at Long Beach Veteran Health Care System and given a job shadowing opportunity in the departments of choice. Between 11th and 12th grade, students will be asked to complete a 30-hour or more internship in health science, wellness, or medicine to further reflect upon and learn from true and meaningful exposure to a career choice.

For the 12th graders in the Academy of Medical Arts, there will be a culminating project, fostered in academic as well as the capstone CTE classes, which is the HOSA National Recognition portfolio. This requires students to discuss the community service he or she has completed, a personal community project the student developed, implemented, and evaluated for its effect on health and wellness in the community, certifications the student has earned, the academic accomplishments, and any leadership roles of which the student is proud. In 12th grade Project Citizen's focus turns to the community focusing on nutrition, health and environmental issues in Carson.

These projects will be presented to the Mayor, Los Angeles Board of Supervisors and a team of teachers, parents, and health and medical workers. During the spring semester the senior project will conclude a unit of study entitled "What is your Body Worth?" linking their Economics, English and Biotech classes. This unit will be constructed to allow students to expound on their four years of high school academic and career explorations by evaluating the high stakes issue around organ donation using *Frankenstein*, *Stiff...the Story of Human Cadavers*, and other literature. Seniors also have the opportunity to take certification classes in First Aid/CPR, Certified Nursing Assistant, Sports Therapy Aide, and more. Finally, seniors will complete their work-based instruction and reflection.

There is also room for whole school projects that align vertically and horizontally and embrace community service. An example of this is the creation of interdisciplinary themes such as "War and Medicine." This topic allows exploration of the past, the present and the future for all grade levels and embraces skill sets in Math, Economics, U. S. Government, Social Science, Science and innovation, Technology, and English Language Arts. Students can examine diseases in refugee and displaced camps, in war-torn lands, the mental health of soldiers, citizens, and doctors, connections to U.S. soldiers serving abroad, feeding and caring for soldiers and the wounded, connecting and understanding the people where war is taking place.

We also envision undertaking a community project each year that will truly serve to help make the community of Carson and the greater Los Angeles City's South Bay region a healthier place to live, work, and play! An example is community interactive walking maps available as mobile downloads or MP3 audio tours. These maps will be customized to highlight issues such as healthy community parks; healthy pacing for walks, jogs, runs; healthy places to walk to and find healthy eats, and so on. A third idea we would like to implement at AMA is a whole school project called "*House on Mango Street*, House on My Street," which connects the students to their home, their community

and their school. The project we envision is customized for each grade level but is implemented across the entire Academy. All students will read Sandra Cisneros' *The House on Mango Street* with projects, quizzes, and analytical studies appropriate for each grade level. Following the reading, students will survey and write about the neighborhoods throughout the City of Carson and will also create biographical sketches relative to their specific neighborhood community and cultural background. These will further be turned into reports about neighborhood demographics including ethnicity, health care, environmental health, politics, occupations, etc. While we had hoped for this project to encompass the Carson High School newly created Period 7 class, we were denied permission and asked to adhere to standardized curriculum. As a pilot school, we will have the autonomy to move forward and differentiate our academic focus and include all students.

The student learning outcomes for the Academy of Medical Arts Pilot School are clearly aligned not only with the California State Standards and the Common Core Standards for each grade level and discipline but also with Career Technical Education (CTE) standards and National HOSA competition and event guidelines. These are embedded in the interdisciplinary core units for each grade level. The summative assessment embedded in our interdisciplinary units create learning experiences which are student centered and which provide real world interaction, including: Project Citizen, Model United Nations, Historical Press Conferences, and Health Occupation Students of America competitive event projects. In addition, formative assessments found across the vertical and horizontal plan include student-generated presentations such as PowerPoint Projects, Public Service Announcements, desktop movies, and newspapers. Our instructional plan offers choices and levels in each project to allow for differentiated learning for all students and a focus on the integration of Bloom's Taxonomy, strong computer skill, strong communication skills, and independent learning. Beyond State Subject Standards and Common Core Standards, students will use the AMA's *Habits of Heart and Mind*, as detailed previously, as additional instructional tools.

In the 2004 study, "*Young Adolescent Voices: Student Perceptions of Interdisciplinary Teaming*" conducted by Susan Boyer & Penny Bishop students in interdisciplinary programs where they looped teachers "felt a strong sense of belonging and kinship with both teachers and peers...Students learned to appreciate differences and to take responsibility for their learning and behavior. They perceived growth in self-confidence, independence and leaders." (Bishop & Boyer pg. 12)

Moreover, the results of a study conducted by James R. Stone III and Oscar A. Aliaga, "*Helping Low Achieving Youth Acquire Work Readiness: The Role of Career and Technical Education*" (pgs. 7-18) show that students in CTE programs are more likely to graduate, be interested in their school, be members of school clubs, and have better attendance. Our team's involvement with Los Angeles Educational Partnership and *Humanitas* has shown us that students involved in interdisciplinary studies are engaged in challenging but doable project-based and interdisciplinary learning.

Numerous studies have shown that the interdisciplinary pedagogy improves student achievement. "At the end of the year, standardized test results showed encouraging improvement, especially from students with the poorest test records. On the Stanford Achievement Test, a national norm-referenced test, students' achievement scores rose by 15% in reading and 18% in math, compared to the previous school year." (Bolak, Bialach & Dunphy) Manning and Bucher's 2005 study focused on middle schools, found that "with interdisciplinary instruction, students can become more involved in their learning and teachers can work toward eliminating discipline lines. Students can become independent, confident individuals who learn how to learn and develop lifelong learning skills."

Based on the *Facing History and Ourselves National Evaluation Study Outcomes and Implications* published on the organization’s website on August 18, 2010; “FHAO students scored higher than control group students on all of the civic and academic outcomes that were measured as well as the data generated by FHAO.” These civic and academic outcomes show that students have stronger critical thinking skills, have greater awareness and empathy, greater tolerance between and among groups and that there was an actual decrease in fighting on campuses. Teachers who used Facing History, as the Academy of Medical Arts will do and CHAMPS has done, found they were able to create student and community-centered learning environments, broader students social and civic responsibility and that professional development was more satisfying, engaging and there was a sense of personal accomplishment. Facing History teachers are re-invigorated, and have confidence to empower their students to be active members of society. Its impact on school culture creates a common language and vocabulary, a space for all voices, and respectful relationships resulting in more democratic practices inside and outside the classroom.

In addition, we tailored our curriculum and instruction to meets the “High Need for Applied Skill” that employers reported they believe all training programs should apply in the *Partnership for 21st Century Skills* report.

These skills include:

Critical Thinking/ Problem Solving	92%
Ethics/Social Responsibility	71%
Professionalism / Work Ethic	70%
Creativity / Innovation	69%
Lifelong Learning / Self-Direction	64%

Curriculum Development. Describe the curriculum development process. [Appendix C](#) is a sample scope and sequence that outlines plans to develop curricula for the school.

As an established Small Learning Community at Carson High School, we have already developed interesting interdisciplinary, thematic units of study, project-based learning opportunities, and essay prompts to ensure students are meeting the core curriculum and career technical education standards. While we are excited to begin to use some autonomy to better align our standards vertically and horizontally, and to include more subject connections, especially in math, in our units, we believe we have a healthy foundation upon which to build our curriculum.

One way AMA will set itself apart from other programs is by extending our interdisciplinary, student-centered model through the inclusion of work-based learning. In our academic and career technical education classes we will meet all the students' needs for academic challenge, hands-on experience in a particular pathway, and participation in the civic activism, wellness education or community awareness opportunities. The career technical education courses will be offered only in a progressive ladder skill series. A multi-grade program allows students to create their own schedules based on one of the two threads of the health science and medical technology pathway program we will roll out in stages. We will begin with offering both the Biotechnology and Research strand and the Therapeutic Services strand. Students in each have to complete required academic classes, enrichment electives, CTE courses based on the pathway criteria, and hands-on, work-based learning in grades 10-12. As we grow, we may incorporate the human service/public health strand as well.

In order to better serve our AMA students, and as a new faculty team, we will participate in trainings provided by Adaptive Schools, Los Angeles Education Partnerships/ *Humanitas*, Los Angeles Small School Center Linked Learning, and *Facing History and Ourselves* Professional Development within the next three years. Following this training, it is our expectation that the entire faculty will be competent in participating, planning, implementing, and evaluating of the curriculum and the cross-curricular thematic associations. Whenever possible, work-based learning will be incorporated in the projects and assessments.

Finally, as part of our curriculum and instruction and to promote a healthy school culture, we will teach about and model participation in community service events. Indeed, we will actively seek to promote health and wellness at our Pilot School, the comprehensive school, and in the surrounding community and larger community whenever possible. Community service will be in the form of the an afterschool nutrition and physical activity camp for feeder middle school students, a HOSA Jump Chapter at local schools, participation in the American Cancer Society's Relay for Life, education and fundraising for the Juvenile Diabetes Research Foundation and Autism Speaks community walks and through student spearheaded community awareness campaigns and Student Advisory Board for the LAUSD Carson Wellness Center.

In [Appendix C2, C3, C4](#), are sample *Humanitas* Award-Winning Units and a timeline for further AMA curriculum development that will take place in years one through five of the pilot school.

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

The purpose of the school is to prepare all students for college, career, individual responsibility and civic responsibility. The career pathway of AMA is designed around the students' self-identified interest in health careers. The school will embed realistic academic standards into the curriculum, provide meaningful support systems for all students, and engage students in interdisciplinary projects, work-based learning opportunities and the maintenance of student portfolios and reflections. In addition, students will be provided with ample opportunities for tutoring, A-G fulfillment and instant recess breaks to keep them fit.

The organizational structure of the school supports the purpose of the school allowing for an interdisciplinary team approach to learning, curriculum development, and implementation.

- The Governing Council of the school will monitor and maintain the vision and mission of the school.
- The Curriculum and Assessment Team will be responsible for insuring that the curriculum is designed and instructional practice is implemented; assessment and testing will take place as scheduled; subsequent data from assessment will be used to inform curriculum and instructional practice. The findings will be used to inform the Professional Development Team.
- The Professional Development Team will identify instructional concerns, needs, and implement training initiatives.
- The School Culture Team will analyze the results of surveys, then create and implement activities that will positively affect the school culture.
- The Discipline and Safety Team will establish the code of conduct for the school, and monitor that the progressive/restorative discipline policy will be successfully implemented and effective. The team will make sure that the school will be safe and the safety plan can be implemented.

- Academy staff will prepare for WASC accreditation by attending Los Angeles Educational Partnership professional developments and local self-study preparation trainings provided by WASC.
- The Academy will continue to develop its CTE pathway curriculum remaining in compliance with the California Partnership Academy Grant and the Capacity Building Grant as part of the Therapeutic Services, and Biotechnology Research and Development Pathways.

AMA staff members have either participated in prior WASC self-study processes as members of a school self-study team or have served as a committee member visiting other schools. Consequently, as hands-on participants in the WASC process, the AMA staff is mindful of the importance of the WASC process in strengthening and validating quality educational programs. WASC's emphasis on five (5) basic, research-based criteria: (1) organization of student learning, (2) curriculum, (3) instruction, (4) assessment and accountability, and (5) support for student personal and academic growth and resource management are reflected throughout various sections of this Public School Choice 3.0 proposal. AMA recognizes that the WASC process will validate the integrity of AMA's program and assures our school community that the Academy of Medical Arts operates a viable educational program. Moreover, the WASC process will assist the AMA in establishing priority areas for improvement as a result of the regular ongoing accreditation cycle that provides a self assessment of our current AMA instructional program, offers insight and perspective from the visiting committee and offers AMA staff opportunities for regular self assessment of progress through the intervening years.

Due to the fact that AMA will be required to conduct an independent self-study separate from the comprehensive high school, a WASC Self Study Coordinator, exhibiting strong organizational and leadership skills, will be selected from the AMA staff. The AMA Self Study Coordinator will serve under the direction of the AMA principal. In addition, all AMA staff will serve on various WASC subcommittees required as part of the self-review: home groups, interdisciplinary focus groups and leadership team. WASC will be welcomed and embraced by the AMA as a dynamic, viable process that provides a clear structure for accountability and an opportunity for meaningful change.

We anticipate that all AMA students will have the knowledge and the skills to pass the CAHSEE and participate in LAUSD performance assessments, SAT/ACT, CST, and CSU early assessment program for graduation. In addition AMA students will complete an 11th grade summer internship, 30 hours of community service, 2 years of HOSA membership, Senior Project Presentation, and are required to maintain a 4 year academic portfolio.

The school will set engaging but realistic academic standards, support systems for all students, interdisciplinary projects, work-based learning and student portfolios and reflections that blend to spell achievement. In addition, students will be provided with ample opportunities for tutoring, A-G fulfillment and instant recess breaks to keep them fit. The data from diagnostic, formative and summative assessments will be used to configure enrollment in appropriate intervention/enrichment classes. All AMA instructors are fully credentialed in the content areas and SDAIE methodology. The multiple forms of assessment data will be used by all AMA instructors are fully credentialed in the content areas, and trained in SDAIE methodology, and interdisciplinary curriculum design.

Revised 2/7/12

The students will be required to fulfill all the A-G requirements for entry into the UC system; additionally students will complete their chosen career pathway classes in either Therapeutic Services or Biotechnology and Research. All incoming freshman at AMA will be required to have a 4-year High School Individualized Graduation Plan which they will revisit each semester and update. The school with its community partnerships and 7-period day has the flexibility to ensure that all students can fulfill the graduation and Career Pathway requirements. The interdisciplinary and multi-grade level nature of AMA fosters achievement and mirrors the multi-faceted nature of the healthcare industry. The data from diagnostic, formative and summative assessments will be used to configure enrollment in appropriate intervention/enrichment classes for 1st period.

The following chart outlines the A-G course offerings for the Academy of Medical Arts:

	9 th grade	10 th grade	11 th grade	12 th grade
A Requirement History/Social Science 30 credits	Geography A/B	World History A/B	US History A/B AP US History	Principles of American Democracy/ Economics AP Human Geography
B Requirement English/Language Arts 40 credits	English 9 A/B	English 10 A/B	American Literature Contemporary Composition AP English Language	Advanced Composition Expository Reading and Writing A/B AP English Literature A/B AP English Language
C Requirement Mathematics 30 credits	Algebra I A/B Geometry A/B Algebra 2A/B	Geometry A/B Algebra 2 A/B Trigonometry/Math Analysis A/B	Algebra 2 A/B Trigonometry/Math Analysis A/B AP Calculus A/B	Trigonometry/Math Analysis A/B AP Calculus A/B AP Statistics A/B
D Requirement Lab Science 40 credits	Biology A/B	Physiology A/B	Chemistry A/B	Physics A/B AP Biology A/B AP Physics A/B
E Requirement World Language 20 credits	American Sign Language 1 A/B Spanish 1 A/B	American Sign Language 1 A/B or 2 A/B Spanish 1A/B or Spanish 2 A/B	American Sign Language 1A/B or 2 A/B Spanish 1 A/B or Spanish 2 A/B	American Sign Language 2 A/B Spanish 2 A/B
F requirement Visual/Performing Arts 10 credits	Theater Media and Communications History of Art/Music	Theater Media and Communications History of Art/Music	World Theater Media and Communications History of Art/Music	Theater Production Media and Communications History of Art/Music
G requirement Electives 75 credits	Food science Humanities	Food Science Digital Imaging	Journalism Creative Writing	Journalism
Applied Technology		Exploring Health Careers I	Sports Therapy Medical Terminology	Biotechnology Lab Certified Nursing

Or Career Technical Education		Hospital Occupations I	Hospital Occupations II Child and Parent Development	Assistant Sports Therapy Aide Licensed Wellness Worker
Physical Education 20 credits	Physical Education 1 A/B	Physical Education 1 A/B, 2 A/B	Physical Education 1 A/B, 2 A/B	Physical Education 1 A/B, 2 A/B
Health 5 credits	Health	Health	Health	Health

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.*

AMA has at its heart a personalized learning environment that immerses students in interdisciplinary studies focused around the broad health care career pathway. This ensures the curriculum is relevant, engaging and challenging. Among the CTE courses to be offered are: Exploring Health Careers I and II, Hospital Occupations, Biotechnology I and II, Medical Terminology, Structure and Function, Certified Nursing Assistant, Sports Therapy Aide, and Licensed Wellness Worker, which are dynamic and presented in a ladder of difficulty sequence. In addition, students receive work-based learning in the form of a CPR certification class, internships, hospital visits, site visits, mentorships, and career panels.

These opportunities provide all students opportunities for developing marketable skills in different areas of the medical arts as well as a relevant and hands on approach to tackling the discipline-specific skills of math and science and relating those studies to other fields. Following three years of immersion in health care and medical thematic learning and work-based learning, all students will generate and develop their own individualized senior project to culminating their studies at AMA. The project is student-driven, ensuring a high level of engagement; the project concurrent with the four-year portfolio will provide a measure of how the student has internalized and can utilize the habits of mind/heart along with academic and career knowledge. The portfolio and project will be presented to a panel of peers, teachers, parents, business advisory members, and community members during the spring semester of the senior year.

The challenging and engaging instructional framework of the Academy of Medical Arts addresses the needs of all students. The 7 period per instructional day schedule has the flexibility to allow intervention and enrichment opportunities for all students. Every instructional day, the staff of AMA will use 1st period for enrichment, intervention and data collection. The 1st period of the day will consist of 10-week instructional modules through which students will rotate. Students will be placed in their instructional 1st period module based on their test scores (LAUSD CORE assessments, CST and CAHSEE) or the middle school scores in CST and CAHSEE Diagnostic test for incoming freshman. Students who are identified as needing intervention will be in an “intervention” level module of classes. Students who do not require intervention will be placed in the enrichment module of classes. As 1st period is school-wide, students will have the opportunity to move between modules depending on their response to intervention, which will be measured by their performance on periodic benchmark tests such as the LAUSD COREK12.

All students will have the opportunity to meet the A-G requirements for entry into the CSU/UC systems. Students will be encouraged to take AP or honors classes as they progress through AMA and to dual enroll in college classes through the existing teacher team's established relationship with local community colleges. Students may also obtain state certification following the Certified Nursing Assistant Capstone CTE class. Student teams will participate in HOSA, Model United Nations, Project Citizen, CHAMPS Camp nutrition and physical mentoring of feeder middle and elementary schools, and community health fairs-- further developing their collaborative problem solving and leadership skills in local and national arenas.

The National Association of School Psychologists (NASP) supports the use of multi-tiered problem solving strategies to address the behavioral, social, emotional, and academic needs of all students. Problem-solving models provide needed supports to all students in inclusive environments when problems are first identified. When supports are provided in the general education environment, students have continued exposure to science-based core instruction.

Our school will be a personalized learning environment that immerses students in authentic, connected curriculum. It has been shown when students take high-level courses in high school, including advanced mathematics, laboratory science, and a world language, they are more likely to enroll in and complete a bachelor's degree program than those who do not. Completion of a rigorous academic program in high school is especially beneficial for African American and Latino students in terms of increased college-going and completion rates.

By collaborating with teachers from different grade levels and postsecondary faculty, educators can ensure curriculum coherency from grade-to-grade and align the expected outcomes and competencies of high school graduation with the requirements of first-year college study. A well-designed, coherent, and rigorous curriculum accomplishes several goals:

1. All students can achieve mastery of core academic skills over the course of their high school education, opening the door to both college participation and skilled workforce employment.
2. Teachers can connect assignments and assessments and ensure that all students understand the key skills required for postsecondary success across a broad range of subjects.

To achieve these goals we will design programs that are thematic to engage students in collaborative projects and studies that span grade levels and subject matter. For example, the Industrial Revolution can be the topic for a joint project in the 10th and 11th grade that infuses multiple subjects and encourages multiple lenses to complete a critical thinking activity. This instructional framework allows students to find the common thread between subjects and improve comprehension, problem solving or other areas of need. For example, a student may experience challenges with reading comprehension, which can be addressed by supplemental reading in all of the linked subjects, scaffolding and collaboration in all classes and monitoring each student's progress in their individual Zone of Proximal Development. Eventually, each student is capable of performing authentic intellectual work aligning the instructional goals, meeting the California subject standards and common core standards, and presenting work that shows unique understanding of the issues...in this case, the Industrial Revolution.

Our students will continue exploration of global issues. Our students will explore the challenging academic and career instruction present and evolve to be critical thinkers, ethical citizens, and college and career ready. Through a culture of work based exploration, career and academic relevant investigation, student leadership, and project- based learning, our students will soon be

the leaders of tomorrow. We will fashion the school to develop articulate adults who can convey their ideas powerfully, clearly, and effectively, so that student input is received and student ideas are implemented.

Vertical Articulation. *Discuss how you will partner with neighboring schools in the community to ensure the smooth and seamless transition from one grade level to the next.*

We are eager to build a pathway program spanning grades 7 to 14 to engage students in the broad swath of health science and medical careers and education. Our autonomous pilot school, with a focus on both career and college skills, will partner with area feeder schools at the middle school level, including Steven White Middle School and Caroldale Learning Center. Our vision is to utilize our high school juniors and seniors to mentor the middle school students during the school day when possible but in an organized after school capacity. These sessions will allow our students to apply the health science education they have obtained, especially regarding hydration, nutrition, physical fitness, and career goal setting skills and it will form a bridge leading to our program. In addition, we hope to continue the Carson Health and Medical Partnership relationship with El Camino College, Compton Center and expand on the medical terminology and psychology offerings as the Academy of Medical Arts. We hope to offer students the opportunity to dual enroll in pathway classes via El Camino to further advance their understanding of key health care, public health, social work, and medical ideas and concepts.

Service Plan for Special Education. *Explain how the school will implement and monitor the special education compliance processes. Plans are reviewed in Appendix E.*

The Special Education Law requires all students are provided with equal access regardless of disability. AMA will adhere to the LAUSD Special Education Policies and Procedures Manual. The Special Education Process determines whether a student is eligible for special education services or not, and if the student is eligible, which services are the most appropriate.

The Special Education review process:

- Referral for Assessment
- Assessment
- Development and Implementation of IEP
- IEP Review

During the enrollment process at AMA the parents will fill out the enrollment form, which will ask if the student has or has been reviewed for an Individualized Education Plan or 504 plans. The LAUSD Welligent system will then be accessed by the special education professional to see if there are any active plans for the student in place. If an IEP is already in place then the recommendations of the IEP will be followed. If the student is entering from another school district with an IEP AMA will follow the recommendations made as closely as possible following the LAUSD Special Education Policy and Procedures Manual.

Student Success Teams will be established to identify students that are in need of special education services. Students will move through the STARS Documentation process to determine if the student is eligible for Special education services. Multiple pathways will be developed to reach the graduation requirements and transition plan of the individual. The Student Study Team will adhere to all the terms and conditions of the Special Education Modified Consent Decree. AMA will comply with any other court orders /consent decrees imposed on LAUSD for special education. AMA will

participate in the quality assurance process for special education, verification reviews, compliance self-review, complaints and the local plan. AMA will collaborate with our feeder middle schools to ensure that services are available for our students with IEPs and 504 plans.

Students with special needs or disabilities will participate in a fully inclusive model. They will be enrolled in the A-G courses in the general education classes and the CTE classes. Students will work with their general education peers in academic, elective and CTE classes. This will promote positive relationships and create a trusting environment. Problem-based learning in collaborative groups may increase motivation and social confidence in special needs students (Belland, Glazewsk & Ertmer 2009). Special Day Class students or students with moderate to severe disabilities will be supported in the mainstream with the recommendation of the family and the IEP team on an individual case by case basis in order to meet the needs of the individual student. General education and special education grade level teams will collaborate on how best to support the student under the guidelines of the Least Restrictive Environment (LRE). Special education teachers and general education teachers will collaborate in developing appropriate accommodations and modifications to measure student achievement.

Deaf and Hard of Hearing (DHH) students will complete the A-G requirements and CTE classes with their peers with the aid of para-professionals and or assistive technology. AMA students will be encouraged to enroll in American Sign Language classes offered by our community college partners to increase peer-to-peer academic and social interaction. English Language Learners (ELL) and Standard English Learners (SEL) will develop literacy skills in an academically engaging and rigorous interdisciplinary environment. The collaborative groups in the instructional model are critical to developing and refining of oral and written literacy skills in the second language learner. Problem based learning in the group setting requires students to negotiate meaning, develop their academic language, develop and refine interpersonal relationships, and access multiple perspectives. All of these are necessary for post secondary success.

The Task Force on Health Care Careers for the Deaf and Hard-of-Hearing Community met recently on September 11, 2011 at Gallaudet University in Washington, D.C. to discuss ways to help deaf and hard of hearing students enter health care professions (*DeafTimes*, September 2011). The goals of the committee include increasing the number of deaf and hard-of-hearing health care professionals in local areas, states, on a national level and international areas as well. Participants discussed impacting national and governmental policies to make sure that minorities have opportunities that hearing students are given. The task force agreed to address four problems:

- “Training Programs for interpreters in the medical field. Our institutions should cross-train deaf doctors and interpreters.
- If we want to develop this cross training program, we need to figure out a way to pay for it, also to pay for us becoming a magnet for deaf students pursuing medical training
- Deaf people are not participating in the health process. Need to give deaf and hard-of-hearing students the same opportunities hearing students have to get into the medical fields
- Access Services for deaf and hard-of-hearing students in the system. For the long term we need to: move this initiative to national level; create more deaf health researchers; standardize the training of deaf medical professionals among Medical Schools around the nation; need for mentoring strategies so that deaf clinicians can maximize their professional development.”

The task force, which was set up by Congresswoman Louise Slaughter (D-Fairport, NY) in May, 2010 to expand opportunities for deaf and hard of hearing students to enter health care

professions, reported that there is need to begin to actively change the way deaf and hard of hearing students are educated, including more emphasis on health careers at the high school level. The task force reported that there are about 11 million deaf or hard-of-hearing individuals in the U.S. (4% of population) and approximately 285,000 deaf or hard of hearing between 18-25 (.09% or population). It was further noted that only 20% of high school age deaf or hard-of-hearing students read or do math at the high school level. Two-thirds of deaf or hard-of-hearing college students in health care majors attend two-year colleges. The most popular majors are nursing, biomedical sciences, and clinical science - others are undersubscribed. One participant said, "We need to move the system; the system will not move us."

Professional development will be implemented and ongoing to ensure all faculty understand and know how the enrollment process, STARS documentation referral system to SST functions and how to implement the accommodations and modifications of the IEP necessary for our special education students to be successful in class. Special education professionals will ensure that all accommodations and modifications are being met for all special education students in the general education classroom. All faculty are credentialed CLAD or equivalent employing SDAIE techniques and strategies as part of their instructional process.

Professional Development (PD)

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.*

We will build a Professional Learning Community at The Academy of Medical Arts. A PLC is a "collaboration of teachers, administrators, parents, and students who work together to seek out best practices, test them in the classroom, and improve processes and focus of results." (Rick DuFour 2002) In a PLC, educators are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. "PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators." (DuFour, DuFour, Eaker, and Many...2006)

AMA will engage in professional development based on interdisciplinary collaboration, project-based learning, linked learning, with close adherence to both California Standards for the Teaching Profession, and California's Career and Technical Education requirements that will serve individual students and teachers. Our goal is to prepare students to become community, state, national and global citizens who participate and contribute in important, ongoing, and significant ways. We will use student assessment evaluations and data to improve our school culture, organization, management, curriculum and instruction to advance student learning on an ongoing basis. Teachers will share their expertise regularly and will work together to design rigorous, relevant, real-world, engaging lessons, projects, and units that build student proficiency in the skills they need to become independent thinkers, life-long learners and individuals who contribute in the community and in the workplace. Staff will participate in ongoing professional development that focuses on student success and provides training for unfamiliar and diverse roles they play as mentors, school leaders, and shared-decision makers.

Faculty, staff, students (in special cases), stakeholders, community partners, and other interested parties will be involved in making school-level decisions and in developing new initiatives through

regular meetings. Faculty and staff will meet during weekly conference periods and grade level team meetings as championed in M.J. Schmoker's *The Key to Continuous School Improvement (1999)*. Leadership development will be provided for teachers by sharing best practices, professional conference presentations, and rotating facilitation of meeting among participants by incorporating the 30-Minute Meeting Model. Finally, teachers will complete training and externships at community partners facilities to model life long learning and build understanding of the health care community.

Accountability

Administration, teachers, support staff, and parents will take responsibility for tracking, monitoring and supporting student progress. Teachers, administrators and support staff will use multiple means of communication including a Welcome Center shared with all parties using the Carson High School campus, wherein parents and community members are welcomed to the campus, provided clear communication about the services and program, and valued at the school. In addition, we will either share a Parent Center with the other schools on the campus or we will create a space wherein parents can easily access the necessary technology to monitor their child's progress; hold team conferences that include the parent, the student, and the appropriate grade-level team of teachers; learn to operate Wikispaces, an online assignment billboard and blog, and School Loop, a portal for assignments, grades, and home-school communications, and on-going opportunities for student-led conferences. These resources will enable students and their parents to be aware of current assignments, projects, grades, enrichment opportunities, and meetings in a timely manner.

A free and open exchange of ideas will take place during Back to School Night, and Open House; during Health Occupations Students of America (HOSA) Parent Meetings; during HOSA Showcase Events, during *Project Citizen* Planning Events; during *Facing History and Ourselves* and *Global Classrooms* Showcases, and other Community Events that will take place on a quarterly basis.

We know that as our Pilot School develops it will not be enough to be simply held accountable. In fact, we hope to be able to change the culture to one wherein stakeholders feel responsible for the learning of the professional community and the learning of the students and not as though they simply have to be held accountable.

Professional Development. *Describe what effective PD will look like at your school. In Appendix G, there is a sample PD schedule that illustrates our allocation of time for PD activities throughout the year.*

Professional learning that happens in a collaborative, collegial and school based learning environment is effective when routines and resources are in place. Routines serve as protocols for meetings, build a safe and trusting environment, are inclusive, inspire social networking, and build efficacy. (Horn & Little, 2010)

AMA teachers will continue meeting during the Spring and Summer months of 2012 for the purpose of reflection upon and enhancement of the current A-G Course-aligned units across grades 9-12 and to plan the implementation of new interdisciplinary units. It is our mission as a *Humanitas* Focus School, and our responsibility to align with the goals of our California Partnership Academy grant and our California Health Science Capacity Building Grant that we continue to expand our scope and sequence and meet the needs of each student as we prepare him or her to enter the health and medical workforce and to matriculate to college. In addition, we will design our PD to ensure that all staff members are given the support they need to participate in interdisciplinary projects designed to raise test scores and student understanding, especially in math and science.

We will use PD to ensure that each student is engaged in his/her daily period one class. As designed, period one will bring each student in daily contact with the same teacher each morning. PD opportunities will be designed whereby teachers strategize on ways to personalize the period one AMA class and create a safe and supportive learning community that serves the unique needs of each student and bring students to school on time and prepared for class.

Teachers will use the research-based model, *Understanding by Design* Wiggins and McTighe (2005) to collaborate about:

- Interdisciplinary units that meet A-G Requirements, and incorporate CTE guidelines
- New and Ongoing Partnerships in the Health/Medical Field
- Common instructional resources and support
- Common formative assessments for defined learning objectives
- Common summative assessments

Discussion about the above-mentioned topics will be ongoing. Teachers will have 20-banked Fridays per year to continue the process of planning and assessment. It is the goal of the AMA to dedicate staff development time to participate in side-by-side learning. We believe that we can best deliver instruction by receiving hands-on training. Teachers will continue to visit The Village Wellness Facility in Long Beach to learn about the Skill Sets of the Mental Health Worker. This will give teachers first-hand knowledge of the profession their students are studying. Professional learning communities provide a structured form of professional learning for teachers. When teachers buy into and share the vision, they start moving from compliance to commitment and thus become integral to the professional learning experience (Horn & Little 2010). To grow as a professional learning community, teachers will be encouraged to participate in the plethora of workshops, seminars, and opportunities available through our partners: Los Angeles Education Partnership/*Humanitas*, *Facing History and Ourselves*, Los Angeles County Museum of Art's Evenings for Educators, Museum of Contemporary Art's Art Start, The Science Center's Teacher In Service, and Health and Wellness classes offered through the University of California, Los Angeles Extension catalog.

Need for autonomy in Professional Development

The Academy of Medical Arts Professional Development will be centered on the fundamental teaching/learning styles we are adopting. Among our PD topics will be:

- Work-based learning outcomes and assessment;
- Sharing formative and summative academic data, including our unique weekly assessments that combine Academic Core Standards and Career Technical Education Strands and Skills;
- Teacher opportunities for life long learning and externships in the health science or medical technology fields.

Teachers will use banked Fridays and common planning time for curricular and cross-curricular meetings. Meeting time will be used to design lessons to create common formative and summative assessments. Intervention within the classroom will be determined two-fold. During the opening days of the school year, students' skill sets will be assessed. Those students who fall below the 70th percentile will receive supplemental activities that will provide opportunities for academic recovery. The second mode of assessment will take place when students take tests, participate in collaborative group projects, and their progress is closely monitored. Teacher teams will determine common formative assessments and the frequency and time for their administration. Teachers will examine student work, collect and analyze assessment data, and share the results. While formative assessments address instructional practices on a daily basis, common summative assessments will

provide data for the next academic year, and will influence the skills teachers decide need further instruction.

Teachers will use reflective practices as they share their success and struggles with their mentors and colleagues. Naturally, professional development will allow teachers to develop the mindset to support key areas of increasing math proficiency, become more engaged and focused scholars through hands-on practice, and be in school on time. Since AMA will initially employ 16 teachers, each teacher will be responsible for adjunct roles beyond the classroom. One teacher will be charged with keeping current about new information from educational research organizations such as The Center for Teaching and Learning, The Annenberg Foundation, The Marzano Institute and UCLA Extension. Teachers can utilize this information when determining where they will fulfill their annual Differentiated Instruction hours. After garnering new information, teachers will share their learning with their peers.

Lead Teachers and the administration will meet bi monthly to discuss new and innovative ways to share and enhance best practices. This team will review student data, assess student progress and determine next steps for intervention, enrichment, and professional development. This steep learning curve will sometimes be met by having identified LAUSD experts leading the meetings. For example, matters of Special Education Compliance, The Chandra Smith Consent Decree, Blood Born Pathogens, and other mandatory workshops would be included in this category of expert delivery.

Teachers will work together to learn and to enrich one another's experiences and expertise when possible. Applying the continuum of where students are on the academic spectrum and where they need to be, teachers can work together to learn and enrich one another's experiences and expertise keeping in mind the following principles from *How People Learn* (National Research Council, 2000):

- Expertise is on a continuum that runs to novice to expert, and one is more or less fluent in one's expertise
- Expertise is field-dependent. Expertise in one field doesn't translate directly into another field
- Expert knowledge is organized to support understanding, not just recall
- Expert knowledge forms conditional relationships that experts recognize
- An expert's fluency allows the easy retrieval of relevant knowledge
- There is a difference between adaptive experts, whose metacognitive skills allow the transfer of knowledge from one setting to another and routine experts, whose expertise allows them to function well in standard settings

Through this expert training, we will be ready to address our areas of critical need and raise student success levels across the board. Professional development will include office support staff. Office support staff members are considered to be important members of the school community and as such are valued as monitors of student progress.

Teacher Orientation. *Discuss how orientation will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies, and differentiate instruction.*

Professional development will be provided to new teachers to ensure that all teachers are immersed in the mission, vision, and goals of AMA. Each new teacher will be assigned a master teacher in the same content area. The master teacher will be a source of support as well as a resource for the new teacher. AMA will maintain an up-to-date notebook of interdisciplinary lesson plans that have been developed in each grade level. It is the role of the master teacher to provide guidance to the new

teacher so that he or she will become well versed in the scope and sequence of courses available to students and how these lessons build upon one another from one grade level to the next.

In keeping with total transparency and the “open door” approach to teaching in which other teachers and staff are welcome at all times in the classroom and where visitors and guests from other schools may observe, new teachers will have at least one observation day per month to observe their peers’ instructional and classroom management practices. New teachers will have opportunities during their conference periods to attend with veteran peers’ classes and to participate in a professional debriefing after the class. All teachers will be trained and updated in current strategies in interdisciplinary and project based instructional models. It is our goal for grade level teams receiving new teachers to attend a *Humanitas* Interdisciplinary Lesson Planning workshop as soon as possible so that the new teacher has the time and the undivided attention of his or her peers to develop and contribute to at least one interdisciplinary unit.

All teachers at AMA will be respected and regarded as valued team members in a school where shared responsibility and governance is the mode. Teachers will develop norms for collaboration and lesson sharing; differentiated instruction; analyze prior year data; plan PD for the upcoming year, and revisit and develop common instructional methods. Grade Level Teams will identify and discuss the various points at which the content intersects and connects, develop an overarching theme and formulate a question that will guide students in their pursuit of knowledge. These interdisciplinary projects will be used as summative assessments.

LASDI mentors will help us design a procedure for training and evaluating new teachers. We will evaluate the needs of the staff following hiring and implementation of the school plan. Teachers will be recruited who support the interdisciplinary approach and work-based learning.

PD Program Evaluation. *Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis.*

“When we do come together in schools, we do so filled with the fear of being judged because we are in the business of fixing, saving, advising, and setting each other straight. So we find ourselves in these false forms of community in which the things we need to do to generate knowledge together simply aren’t done...Instead, we posture or play roles or withdraw into silence in order to stay safe.” Jacob Needleman (2007).

Gone are the days when faculty will be passive, tuned out, or reluctant to participate in professional development. AMA teachers will not posture or play roles or retreat into silence but be physically and mentally present, tolerant of each other’s ideas, and equal participants in the professional development opportunities presented for the betterment of teacher, and consequently, students, through engagement and teamwork. Effective professional development will result in an increase in student achievement. AMA will employ several methods of evaluation and monitoring professional development. These methods will include teacher evaluations, student evaluations of teacher effectiveness, parent and community feedback, as well as reflecting on and evaluating student data and teacher satisfaction.

Historically, *Humanitas* teachers are very satisfied and plan to remain in the teaching profession. For example, Los Angeles Education Partnership found that in 2010-11, 37% of *Humanitas* teachers had been teaching in a *Humanitas* academy 3-5 years and 33% had been teaching in *Humanitas* 6 to 10 years. In addition, 62% said they were satisfied or highly satisfied with the level of collaboration

among the teachers in the program and 75% were satisfied or high satisfied with their experiences teaching in *Humanitas*. Unfortunately, only 27% were happy with the scheduling of students in pure academy classes. This is another reason we are looking for autonomy, so we can be sure the students are programmed correctly and receiving the highest possible level of interdisciplinary instruction. This level of pure programming seems near impossible in a large comprehensive school. Finally, 86% of teachers said they were satisfied or highly satisfied with their relationship with colleagues and *Humanitas*. This is important because teachers who are happy with their program, their colleagues, and their school site are better able to meet the needs of their students and maintain a healthy outlook.

In their study of 167 teachers, Sylvia & Hutchinson (1985) concluded: "Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. ...Based upon our findings, schemes such as merit pay were predicted to be counterproductive." The study points out that true job satisfaction comes from gratification of higher-order needs, such as social relations, esteem, and actualization rather than lower-order needs. "Teachers with strong positive attitudes about teaching had students whose self-esteem was high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance." Rothman (1981)

LASDI offers professional development evaluation services to help schools set up the process of measuring their P.D. objectives and outcomes against the mission, vision, goals, and values of the school and a way to ensure that teachers feel motivated and actualized so they in turn motivate the students.

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.*

At AMA, our interdisciplinary approach is to teach no course in isolation. This interdisciplinary method of teaching, culled from the direction of *Humanitas* and *Linked Learning*, helps our students see and experience a real-world view--one that encourages the development of a well-rounded individual. Our approach with assessments will be no different. Standardized assessments and the school-based assessing of student learning will play an integral role in the educational process. We believe that developing assessments based on the California State Academic and Career Technical Standards, the data that assessment provides, and the instructional methods used to convey new knowledge and information go hand in hand. Assessments of all types will help teachers and students see the before and after level of understanding of each standard a student possesses. AMA will use student assessment evaluations and data to improve our school culture, organization, management, curriculum and instruction to advance student learning on an ongoing basis. After all, our focus is on creating academic and career focused scholars and we need hard data to measure our outcomes and progress.

Douglas Reeves, in an article called "A Framework for Assessing 21st Century Skills," argues that we need to give up standardized testing and immerse students in relevant, more connected instruction. He calls for a constellation of learning...explore, create,

understand, share, learn in which teachers and students probe essential questions in more than one discipline or subject. He says students become more engaged and learn more. Reeves points out that this places more value on learning and allows students to acquire knowledge, practice skills, and apply skills. Standardized testing will only measure what students know without finding out about their critical thinking, problem solving, teamwork, creativity and learning style...so assessments are stagnant and many kids will always be mediocre. "Education leaders cannot talk about the need for collaboration, problem solving, critical thinking, and creativity and at the same time leave teachers and school administrators fenced in by obsolete assessment mechanisms, policies, and assumptions." He also talks about deliberate practice like Colvin (2008) and Hoffman (2006). These assertions on data collection being built on new and innovative instruction practices are similar to what Schmoker wrote in *Results now: How we can achieve unprecedented improvements in teaching and learning* (2006) Association for Supervision and Curriculum Development.

Wiggins and McTighe (2007) discuss designing assessments first...authentic performances that embody the mission and program goals...reflective of the key challenges in the subject area(s). They call for genuine, real-world accomplishments and authentic contexts. So students apply their knowledge and skills to bring rigor and relevance to the classroom. And in 2010 Jay McTighe and Elliot Seif wrote about changing from aligning 21st Century skills with assessments ... open-ended and performance-based...designed to reveal whether students can demonstrate an understanding of big ideas, formulate responses to essential questions, reflect on and analyze important issues, solve genuine problems, conduct research and inquiry, work collaboratively, and use technology to be ready for a complex and rapidly changing world with unpredictable challenges.

Teachers will share their expertise regularly and will work together to design challenging, relevant, real world, engaging lessons, projects, and units that build student proficiency in the skills they need to become independent thinkers, life-long learners and individuals who contribute in the community and in the workplace.

Assessment is an opportunity for teachers to provide valuable feedback to students, parents, the community, and each other about the progress each student and the school as a whole has made. Each grade level team will develop a minimum of one common interdisciplinary assessment per quarter for their class. These assessments will be creative projects, including debates, newspapers, Salons, press conferences, exhibitions, or art works that are collaborative in nature, or they will be essays. Either way, assessments will always include student reflections and evaluations so that student learning is documented and students have a voice in this important learning piece. In addition, all projects will be open to parents, advisory board members, and members of the community to observe and to evaluate.

In an interview in *New Policies for 21st Century Demands*, Linda Darling-Hammond asserts, "When you have this alignment of standards, instruction, and assessments, teachers continually learn about what their students know. The teachers understand the standards deeply because they themselves are part of the assessment process around the standards.

They learn how to refine curriculum so that they become increasingly more effective in teaching the standards. As a consequence, the school-based assessments result in greater curriculum equity for students. This method is the learning engine that drives all students to higher achievement," and "Testing is not just what can be done in a couple of hours in April on machine-scored instrument; it is also finding what students understand and can do cognitively as called for by rigorous standards...allowing students to work on a selected task while scaffolding instruction and giving feedback that expands the student's understanding and skill. Teachers may combine peer assessment so that the students learn how to look at their work, learn strategies for framing and solving problems, and then understand how to revise their work so they are getting closer and closer to approximations to expert practice."

AMA will use its assessment autonomy to develop interdisciplinary units that culminate in formative or summative assessments at each grade level. Teachers will coordinate their instructional units according to a particular medical or health theme and then provide a common assessment that incorporates the different disciplines interwoven into the fabric of the assessment. Each day-to-day assignment, group activity, or project will help serve as stepping stones for the students towards reaching readiness for the larger assessment. Teachers will examine student work weekly to determine readiness for the assessment and will provide individualized scaffolds of intervention when appropriate. In addition, the stepping stone assignments will also be based on student choice...painting a watercolor, creating an advertisement, writing a found poem, or writing a short essay could be potential choices in a language arts class to demonstrate mastery of the standards involving students understanding imagery, setting and historical perspective or author's tone.

Thus, the assessment plan at AMA will serve to prepare our students to use intrinsic motivation to be ready to learn and to apply their learning in all situations. Students will acquire the knowledge for learning at the next level and for handling real world problems and situations. By promoting effective communication and collaboration, creative problem solving and being able to apply knowledge from one content to the next, our students will prepare themselves for university academics. For the first three years of AMA's existence we will rely heavily on standardized assessments such as LAUSD Periodic Assessments, the CAHSEE, and the California Standards Test. However, because at AMA no class is taught in isolation, benchmarks and authentic assessments will be decided upon and developed by each grade level team to incorporate interdisciplinary teachings and to eventually weigh as much as outside measures in evaluating student achievement and school outcomes. By constructing these culminating assessments for each unit, the goals become clear to the students. They understand where the finish line exists and it is the teacher's job to help get them there.

As shown in the following table our teachers value different modes of instruction and learning styles and employ the following research-based pedagogies in the classroom which are then assessed using a variety of methods, including quizzes, lab reports, notebooks, journals, Socratic seminars, performances, debates, tests, projects, reports, blog posts, think-pair-share exchanges, foldables, and so on.

Curricular Component	Effectiveness with Population	Reference
Interdisciplinary Curriculum	Creates constant opportunities for cognitive resonance, which helps all learners gain confidence as they build academic background knowledge. <i>We will continue to reflect on and fine-tune our interdisciplinary units and participate in state and national pilot programs such as the “Cultural Differences in Health Care” studies piloted through The National Consortium for Health Science Education in 2011-12</i>	(Aschbacher, 1992)
Multiple Pathways Curriculum	When students see the relevance of their learning in a real-world context, motivation increases. College and career-focused learning is especially effective with at-risk male students. <i>We will expand our work-based learning opportunities and career and college visits to a broad swath of health and allied health institutions.</i>	(Kemple, 2008)
Problem-based Curriculum	Curriculum that is designed to engage students in higher order thinking skills is engaging for both ELL and gifted students. <i>Work-based learning is essential to our program and allows students the chance to apply academic skills to real world situations as well as think critically in simulations and projects at school.</i>	(Waxman & Tellez, 2002, Hertzog, 2005)
Differentiated Curriculum	Multiple texts and supplementary print resources, a variety of audiovisual sources and interest centers are proved to be successful with students with special needs. <i>Our students are being guided into the 21st century with a blend of texts and digital/technological learning resources, which help our English Language Learners, struggling students, under-motivated students, and students with special needs, including the deaf and hard of hearing.</i>	(Carol Ann Tomlinson, 2005)
Student Advisory Curriculum	Advisories create the conditions for increased personalization. Personalization leads to increased student achievement, particularly with at-risk students. <i>Our students have multiple opportunities to be in advisory classes that are unique and tailored to their needs. In addition, our students have the chance to serve on advisory boards such as the Wellness Center student advisory council and the Carson Mayor’s Wellness Student Task Force.</i>	(Darling-Hammond, 2006/07) (Lee. et al., 1995) (Newmann, 1992)
Standards-based Curriculum	All academic courses are aligned with California content standards in order to provide teachers and students with guidelines for content mastery. <i>Students are required to reach proficiency or mastery level on standardized tests, which are linked directly to the standards; teaching to the standards assures students have a better chance of success.</i>	(California Department of Education, 1997)
Concurrent Enrollment	Early college has been successful with low-income students. Dropout rates are reduced and the graduation rate for underserved youth in such programs is 92%. <i>Our students benefit from the agreement CHAMPS formed with El Camino College, Compton Center to offer classes in Medical Terminology and Psychology.</i>	(Hoffman & Webb, 2009)

We believe when students are engaged in meaningful, relevant work, then content mastery is easier to achieve. As we build our students’ skills and academic confidence, they will become more prepared to tackle the increasing rigor of each assessment. These assessments will expect our students to draw from the different disciplines to analyze and evaluate content to construct a suitable answer to the question posed. They will be expected to make real world connections that help them understand both what it is and why they are learning about the specific content.

Eventually, seniors will work with a teacher to design their own assessment in the form of a project to bring into the community.

Possible assessments to gauge student learning and culminate each unit are as follows:

- a. Interdisciplinary essays
- b. Projects such as research persuasive speech or Public Service Announcements
- c. Performances such as Salon, Press Conferences,
- d. Debates on biomedical, biotechnological, or mental health issues
- e. Presentations such as formal speeches, health career displays, or medical photography exhibitions
- f. Portfolios

According to ConnectEd, a rigorous study using random assignment and experimental design found that eight years after completing high school, males who had enrolled in career academies earned \$2,100 annually more than their peers. In fact, ConnectEd reported that data from California's Partnership Academies that used Linked Learning teaching methods, showed that academy students had higher passing rates of the High School Exit Exam in their sophomore year, higher completion rates for challenging academies that prepare them to apply to the state's universities, and higher high school graduation rates.

Graduation Requirements. *Describe the graduation requirements.*

We will adhere to LAUSD policies regarding A-G courses, minimum classes needed for graduation and attendance. We will work with the director of high school programs and the curriculum and instruction leads at our local district to maintain compliance with LAUSD graduation requirements. Our students will also gain valuable work-based learning experience above and beyond the LAUSD framework for graduation. Beginning in 10th grade, all students will be provided with the tools to complete 30 hours or more of volunteering, job shadowing, mentor visits, internships, or virtual practice each year. This engaging real world education will prepare our students to think critically, solve problems, become interdependent and independent, and to apply their academics to hands on experiences.

We will seek some autonomy with senior requirements, as all AMA students will be completing a senior project, a senior community service and career readiness portfolio, and a minimum of 30 hours of work based learning per year. In addition, AMA students will engage in meaningful assessments as they progress through the career technological education ladder of classes in health science and medical technology.

In brief, additions to A-G requirements and the CAHSEE, students will:

- Participate in and reflect upon 30 hours of community service
- Be a Member of HOSA in good standing for a minimum of 2 years
- Complete an 11th grade summer internship (30 hrs)
- Present the results of the student-directed Senior project to teachers, peers, parents and the community
- Maintain an academic portfolio highlighting their best projects throughout their 4 years in the program
- Take the SAT or ACT and/or CSU's early assessment program exams

Data Collection and Monitoring: *Describe the school-wide data collection and monitoring plan, including what data the school will collect to measure student progress.*

Data from our interdisciplinary assessments along with district periodic assessments (used in years 1-3 of the Pilot School, the CST, CAHSEE, and HOSA subject and skill specific online measurements, which we will break down and analyze on a quarterly basis, will influence how instruction is carried out. Data must be the engine that drives us and it must be analyzed in a timely manner. It can be used to show what types of instruction are producing positive results. This is why we will use PD time to effectively analyze our assessment data and implement new strategies to support the data. How we instruct will guide both the type of assessments given and how well students will perform on those assessments. The assessment scores will be turned into data to start the data driven decision-making process once again.

If the data shows little or no progress towards students reaching their benchmarks, different instructional methods may need to be used. If data shows that learning is occurring and the understanding level is adequate, then we can look at ways instruction can be tweaked to produce results that are even better. It is vital that data is looked at regularly to be able to produce timely decisions about instruction.

Indeed, AMA will be a school where gathering data quantitatively and qualitatively will allow administrators, teachers, staff, and students to have open and honest communication resulting from a sharing of what people think and inspiring people to lead and follow leaders in programs that lead to student success.

[An overview of our assessments and data-collecting models grade-by-grade and whole school is included in Appendix H.](#)

Category Two: School Culture, Climate, and Infrastructure

School Culture and Climate

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.*

The culture of our pilot school is one in which students are shown the importance of receiving an education and the importance of being accountable for their participation. Our mission is to foster academic scholars who will go on to build healthy communities and play an active, ethical role in those communities. With our focus on A-G success at the college preparatory, honors, and AP level for all students, students will be ready to go into real workplace environments and apply their learning and participate in a hands-on learning opportunity. Setting high levels of expectation for all students will intrinsically motivate student self-monitorship of their own and each other's behavior. We will offer many opportunities for students to visit and work in hospitals and other health care workplaces as well as college campuses.

Furthermore, we envision a culture that allows students to interact easily with adults; a culture of respect and equality among students and adults, and between peers and coworkers will prevail. This culture of equity will manifest in student leadership roles in the school and as student voices will be valued in decision-making processes. The benefits of creating a positive learning environment, a culture of inquiry and thought, and a climate of passion and excitement are obvious; a school having such characteristics will be a place where students enjoy coming everyday, an institution for which parents will be grateful and work to support, and a source of pride for the community in general. Once students have pride in the school and believe in their education, test scores and attendance will climb.

A review of the research shows that authors have a lot to say about positive and personalized relationships with students. Thompson (1998) says, "The most powerful weapon available to secondary teachers who want to foster a favorable learning climate is a positive relationship with our students" (p. 6). Canter and Canter (1997) make the statement that we all can recall classes in which we did not try very hard because we didn't like our teachers. This reminds the AMA staff how important it is to have strong, positive relationships with our students. Kohn (1996) goes a step further, saying, "Children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about" (p. 111). Marzano (2003) states that students will resist rules and procedures along with the consequent disciplinary actions if the foundation of a good relationship is lacking. Finally, according to Zehm and Kottler (1993), students will never trust teachers or open themselves up to hear what their instructors have to say unless they sense that they are valued and respected them.

The E-Lead Website asserts, "The greatest benefit for any educator who successfully manages to improve his or her school culture is the inevitable understanding of one's self, one's colleagues, and others, because knowing what people feel and think allows them to be inspired and led." Indeed, AMA will be a school where gathering data quantitatively and qualitatively will allow administrators, teachers, staff, and students to have open and honest communication resulting from a sharing of critical feedback and inspiration allowing people to lead and follow in programs that result in student success. For staff members, teachers, administrators, parents, and community

partners, teamwork will be a hallmark of the culture. Teamwork will influence the Principal in the creation of regular opportunities for professional development and learning for the staff and adult learning will be valued. Staff members will reflect regularly and share ideas through verbal and written communication and teamwork that is both professional and concise.

The Carson Academy of Medical Arts will be known as a place for intense focus on academics and the creation of academic and career scholars who are driven to make a difference in the world. We will foster student voices contributing to the design and implementation of programs and services that help other students' achievement in and out of the classroom, the recognition for positive behaviors and increased outcomes, relevant learning for students and adults, democratic governance, and clear policies, effective communication, trust, and respect. At the same time, AMA will brand itself in the community through the use of a school logo, colors, community service, and motto. These items will help ensure there is a shared vision for creating a safe learning environment at AMA and energetic, diverse, and curious students to the community to fill the large need for health care works. It is this shared vision among students, teachers, staff, administrators, and the community at large that will allow a school to succeed academically (Smey-Richman, 1991). A shared vision helps a school highlight what is good, point out what is in need of development, and change what is not working.

Need for Autonomy in School Culture
The Academy of Medical Arts at Carson High School will be focused on engaging, authentic work for students. Each teacher will provide a challenging academic course load tied seamlessly to the other grade level classes and to career technical education goals the students set.

There will be a culture that supports student achievement in academics, social and life skills, career goals, HOSA leadership, and community work.

There will be no "EASY" option but students will be supported and challenged and prepared for the 21st

To achieve these goals, Carson AMA will follow the advice of Mike McCarthy, principal of Helen King Middle School in Portland, Maine and 2010 Maine Principal of the Year, who asserts that schools must "have a bias for 'Yes!'" In this way we will not shut down the voices of the students or community and be open minded about ideas or innovations people bring to the table. Central in this school will be student voice, student choice, and student responsibility. To ensure our students' success we will design powerful support systems for them. Our school will extend beyond the physical school-building walls into the community to take advantage of community resources and to develop students who are problem-solvers and community builders well before they leave high school. Indeed, our mission is to provide real life experiences through which our students gain confidence and knowledge about career and academics and gain and apply critical thinking skills. The focus on success in and out of the classroom will help to guide the culture and climate by forming well-rounded individuals, informed citizens who can speak about current events, historical context, and human responses to events as shown in literature and art, and ethical individuals ready for the rigor and relevance of college and career.

Our school will be built around several non-negotiable ideas: critical thinking and problem solving embedded in all lessons; no subject taught in isolation; welcoming attitude and respectful treatment for all stakeholders, and students playing a vital role in governance. While we will value and nurture students as individuals who exhibit different intellectual strengths and profiles, we will also work to develop Howard Gardner's Five Minds for the Future in each student. The five minds are: the Disciplined Mind (achieving mastery in a subject or discipline), the Synthesizing Mind

(judicious use of organizers, stories, and analogies between areas), the Creating Mind (use of cognitive skills, personality, and temperament), the Respectful Mind (assumption that diversity is positive and individuals respect each other) and the Ethical Mind (we are not only responsible for what we do but for what we do not do). In addition, we will strive to maintain a pilot school in which cooperative learning and conflict resolution, as described by David W. Johnson and Roger T. Johnson, help students understand how to be successful in the 21st Century. To build this culture, communication between all stakeholders, including students and parents, must be built on trust and transparency. As leader, the Principal will employ his or her situational awareness and keep everyone focused on our mission, vision, and goals.

Our school culture and climate will be built through student adherence to our Habits of Mind and Heart. One Habit will be introduced and put into practice each month in Period 1 classes. Students will be able to apply these habits in their academic, social, and work-based learning experiences. The Habits we will champion in our first year are: evidence, convention, service to the common good, collaboration, ethical behavior, and perspective (see accompanying chart). These will serve to build engaged students who understand the realities of academic rigor as well as the empathy of helping others from all walks of life, and the importance of being part of a well-functioning team. Students will put these Habits of the Mind and Heart into play when they are working in collaborative groups, sitting on advisory committees, planning events for the campus to promote wellness, implementing community events, participating in HOSA, and in all aspects of their work-based learning.

Habit	Description	Observation	Assessment
Evidence	Students will use textual detail and show original arguments	Students will be seen backing up what they argue, supporting what they write.	Students will be given rubrics to self-grade, peer edit and respond to teacher input
Convention	Students understand formal English Language usage and apply it across all subjects	Students will write daily and use classroom and Internet resources to learn and apply proper standard English conventions.	Students will write interdisciplinary essays demonstrating vocabulary for each discipline and proper English grammar, spelling, and paper format.
Service	Students will complete 30 hours per year of meaningful community service to fulfill school and HOSA membership guidelines; students will complete academic and Career Tech projects that will fulfill HOSA event requirements and serving the community.	Students will actively work on campus and in the community. Sign in sheets will be kept as well as student reflections and group projects showing hours on project rubrics.	Written reflection and notebook with pictures. Students will present their work for review and discuss the personal and community benefits of their service.
Collaboration	Students will work together to complete group projects and outside of school on trips.	Students will be on task posing problems and finding solutions to real world issues. Students will collaborate but not steal information and arrive at their own	Students will design, implement, and assess projects that promote health and wellness at the school, in the community, in the region, and on a global level if possible. Students will enter

		unique understanding of topics under discussion.	teamwork events for HOSA and for the Carson Wellness Network. All activities will be assessed according to rubrics from HOSA or that student input has helped create.
Ethical Behavior	Students will be held to the highest ethical standards for academic work, being on time, looking professional and taking responsibility for their actions.	Students will turn in original work and will arrive dressed professionally and on time for all outings.	No Plagiarism will be detected in written work, patient rights will be adhered to, and school rules will be adhered to as we create ethical, safe, student centered work and school culture.
Perspective	Going beyond a personal point of view	Students will be encouraged to walk a mile in another's shoes through literature, history, medical work, and involvement in community projects.	Reflections and notebooks will ask students to consider multiple points of view in discussing a situation.
Perseverance	Life at Carson Academy of Medical Arts will be full of enrichment, challenge, and critical thinking. Students will learn that answers are not always immediate or easy to find.	Students will be engaged in interdisciplinary projects that require trial and error and a stick-with-it attitude.	The size and scope of projects will be a testament to students persevering through challenging curriculum and work based problems. Students will complete both independent and collaborative work and ask for help when needed instead of giving up.
Empathy	Learning to be a caring, compassionate member of society is a real skill that healthcare workers will need in order to be successful.	Student work based learning journals.	Written reflections, supervisor evaluations, personal growth and goals. Students will also satisfactorily complete role-playing simulations where compassion and empathy for another is demonstrated.

Students will be leaders on campus, helping to ensure a safe and culturally accepting home for everyone. Students will be encouraged to contribute to the yearbook, the newsletter, the website, the governance board, and the coalition committee which meets with the other schools on the campus. Students will form clubs that are a testimony to their diverse needs, interests, and social and intellectual pursuits. Examples of clubs that would relate to our CTE focus include a Red Cross Club with ties to the local Red Cross Chapter, an Animal Rights Club with ties to the local shelter and veterinarians, an Autism Speaks club, an American Cancer or JDRF club for fundraising, support, awareness and links to the community. Examples of clubs that highlight the diverse talents and interests of well-rounded students are a Performing Arts Club, including music, art, and dance, a Human Rights Club, and a HOSA chapter.

Students will be encouraged to work with the Carson Comprehensive School to participate in Key

Club or Interact. If those clubs are not available, students will be encouraged to form them for AMA if there is interest. Due to the concentrated effort to provide challenging but engaging, hands-on, fun curricular opportunities, a spirit of yes, and clubs and groups based on student interest, our school will maximize attendance and learning and negate negative behavior, a quest for the easy road, and goals that are mediocre. For organizations that recognize merit, such as National Honor Society and California Scholarship Federation, we will maintain alliances with Carson High School. In addition, we will welcome students from CHS or AEE who are interested in our student organizations.

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

“As a teacher and then as principal, I learned over and over again that the relationship among adults in the schoolhouse had more impact on the quality and character of the school—and on the accomplishment of youngsters—than any other factor.” Roland S. Barth, *Learning by Doing* (2001).

Each and every person on the AMA campus will be responsible for the academic, social, and physical safety and health of every other person on the campus. Adults will serve first and foremost as examples and mentors in creating the tone, climate, and importance of shared vision to all staff, students, and guests. In fact, staff members will learn alongside students in health occupation workplace settings and participate in teacher externships at Harbor UCLA Medical Center, the South Bay Family Clinics, and Veteran Affairs Health Care System in Long Beach. Student voices will be encouraged and nourished at the Academy of Medical Arts to ensure that students develop the communication and leadership skills they will need in the future in college and in their careers.

Our students will develop habits for learning, socializing, and working that will be embedded for life. These include critical thinking and questioning, problem solving skills, and involvement in school and civil governance. Moreover, students will have role models who are in school every day and on time to school, meetings, field trips, and appointments. In addition, students will continue to interact with our sister school, The Obama School, in Darfur, to find problems in our community that affect the health and well-being of the global community; engage in project citizen to study problems in the community and pose constitutional public policy to address those issues, and to emerge as leaders in the Health Occupations Students of America on the state and local level. Our students will interact with teachers in relevant, authentic project-based learning that involves discussion, writing, and hands-on practice. When teachers, mentors, and students work at the hospital, nursing center, or at other work sites or events, there will be an obvious framework for behavior, participating, and learning. This method of engagement will help to close the achievement gap as we outlined in our summary.

Teachers will guide students and listen to students rather than talk at students and teachers will work together collaboratively to provide the context for students to garner the skills to apply their knowledge, communicate persuasively and informatively, and synthesize their learning to create a thesis and defend it. Elliot Washor, co-founder of *Big Picture Schools*, and Charles Mojkowski, independent consultant, call for a strengthening in career technical education programs that span from grades 7 to 14 in “Seeding the Edge of Career Technical Education” (Association for Career & Technical Education, 2007). In the article, they assert, “Connecting to students’ interests and talents provides a strong motivation for learning, particularly for students who are not well served by traditional academic programs. We have argued elsewhere that authentic rigor emerges over time in a student’s learning as a consequence of deeply engaging the student in learning within their

interests. From this perspective, rigorous and challenging learning does exist external to the student, but emerges when the student chooses to dedicate himself to the challenge and reward of authentic, engaged and productive learning. This vision of rigor is consistent with books written by Mike Rose and Robert J. Sternberg asserting that the 21st century world demands multiple ways of being smart and creative. Rigor is found less in the quantity of courses, readings and assignments than in specific essential student behaviors.”

We firmly believe in these principles, which is why we work with our feeder middle schools and post-secondary partners to promote hands-on experiences to further promote health science and medical technology throughout our community. We offer our students dual enrollment classes in Medical Terminology and Psychology via El Camino Compton College. We provide numerous peer-mentoring opportunities via the nutrition and fitness tenets of CHAMPS Camp program, the health promotion and medical understanding tenets of Carson’s LAUSD Wellness Center, and the Kaiser UCLA healthy community partnership. Diversity is a major strength in the community of Carson and at Carson High School. Students of all backgrounds, academic levels, and socio-economic classifications can find a home in health care, allied health, and medicine. We believe that by offering students unique multi-grade level classes and projects, opportunities in Health Occupation Students of America, exploration of more than one career specialty, and freedom to develop their own individualized senior portfolio and thesis project, we create the climate of student engagement that will lead to success for all stakeholders.

We will extend the tradition of excellence as a *Humanitas* Small Learning Community, California Health Science Capacity Building program, and a California Partnership Academy program. These traditions are grounded in high expectations and collaboration for all students. In fact, for more than 3 years as part of Carson High School *Humanitas*/CHAMPS, we have participated in various programs that allow students to engage in real-world events, to step into the role of problem solver or negotiator, and to see the importance and relevance of making connections between school, the past, the present, and the future. We will continue to work for student engagement, achievement, and math and science excellence by offering opportunities in HOSA as well as participating in the medical and health aspects of the Model United Nations program the Global Classrooms Los Angeles Model UN conference. In the past we had success with students who graduated and continued their academic careers at UCLA or UC Berkeley and became involved in international law or medicine and pursued MUN at the collegiate level.

We will work to add those enriching, educational real life opportunities for our pilot school students. Our students have tackled real community problems and issues as participants in The Center for Civic Education’s Project Citizen. In fact, our students’ portfolios were chosen to represent Los Angeles at the State Showcase in 2010 and 2011 and their work was awarded “outstanding.” These high quality strategies are but two practices that are aligned to our mission and vision and will communicate high expectations and real-world applications of our program. They go hand in hand with our interwoven threads from *Facing History and Ourselves* about ethical decisions, treatment of each other, and learning from the past to improve upon the present.

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.*

Our daily school schedule and school calendar have been created to better serve the needs of individual students. As a pilot school, we will have the opportunity to create personalized learning environments for our students and monitor their goals, scores, and struggles and respond to them

with a bevy of intervention and motivational strategies. Furthermore, we will reward student achievement and recognize growth and potential.

The Academy of Medical Arts Period One class is designed to assist our staff with the identification and support of each student's social and emotional needs. Our staff will be responsible for identifying the social and emotional needs of students through utilizing the relationship we have developed with the South Bay Family Medical Clinic, the Healthy Start program, and LAUSD Wellness Network. In addition, adults on campus will be able to form close connections to students to meet their individual needs by starting each day through the Period One academic program that both serves as intervention and enrichment as well as offering life skills and wellness lessons. AMA students having either academic, behavioral or emotional issues will be referred to the AMA Student Success Teams.

The AMA SST will provide a positive, problem solving process to identify strategies and programs that may resolve or alleviate students having academic, attendance or behavioral difficulties. Working as a team, parents, teachers, and our administrator can refer a student to the SST where an action plan will be devised and recorded. All participants, including the AMA student, agree on the plan and receive a copy. A follow-up SST will be scheduled to determine the success of the action plan. In addition, our students in 11th and 12th grade will undergo extensive peer health advocacy training and will serve as advisors to the Carson Wellness Center and as ambassadors to the school and community about seeking health, time management, behavioral, social, and academic support without judgment whenever necessary.

Some studies show that almost 1/3 of California's new ninth-graders will drop out before high school graduation. Our unique blend of work based learning, challenging but attainable curriculum, and flexible schedules will serve to alleviate disinterest in school. In addition, our students will benefit from interdisciplinary instruction, career coaching, work-based learning, integration of health and medical pathway with technology, and a voice in student government. Dr Richard DuFour and Dr. Rebecca DuFour tells us in "Professional Learning Communities at Work" (2006) that "Time spent up front building shared knowledge results in faster, more effective, and most importantly, more committed action later in the improvement process." School culture must involve a shared vision with students, parents, and community groups, so everyone is committed to the learning process, interventions, and success of the students throughout their time at AMA.

Our students will have the advantage of intervention, differentiation, credit recovery, and leadership training via the daily Period 1 class. This class will embed the principles of advisory: developing a relationship with other students and a campus adult, being held accountable for attendance and time management, and establishing and sustaining a clear focus on academic success in all disciplines. Students will be in an A-G class—Humanities A/B in 9th grade, Digital Imaging or Art in 10th grade, Humanities C/D or AP Human Geography in 11th grade, and Leadership or Journalism in 12th grade—but will be offered in that class a 10-week personalized instruction in that class based on assessments and performance. This will allow students to be challenged or tutored from 9th grade on as they learn the importance of education and the strategies for educational success.

The National Association of School Psychologists (NASP) supports the use of multi-tiered problem solving strategies to address the behavioral, social, emotional, and academic needs of all students. Problem-solving models provide needed supports to all students in inclusive environments when problems are first identified. When supports are provided in the general education environment, students have continued exposure to science-based core instruction.

Students will keep a portfolio that allows students, parents and teachers to easily recognize changes in student attendance, grades, or discipline. Through our student-led conferences, our students will be responsible for presenting portfolios and goals to parents, guardians, or adults in their lives. This will allow teams of interested parties to readily identify and monitor student success or student individual needs.

Students will complete 9-12 curriculum in the Academy of Medical Arts that is progressive on both vertical and horizontal planes and encompasses A-G requirements. The 9th grade students, and all new students, will be introduced to our school's culture during a summer orientation, which will take place annually in early August prior to registration.

The students will be introduced to the school culture and *Humanitas* interdisciplinary methods in 9th grade and will be placed in an Advisory Focus Class that will be suited to whatever acceleration, intervention, or special program best fits their needs. We will strive to place each student in personalized programs developed collaboratively between teachers, counselor, student and parents. Our mission and vision charge us to offer thematic learning opportunities for all students to utilize multiple lenses to examine health science and medical practices around the world; to make ethical decisions that benefit humankind overall; to explore the broad interconnected health, allied health, and medical fields, and to embrace technology and entrepreneurial ideas in the pursuit of the art of medicine and wellness. In this way, we will be able to create an environment that empowers and inspires students to be responsible for their learning and to strive to be part of a school of which they are proud.

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.*

Students will complete 9-12 curriculum in the Academy of Medical Arts that is progressive on both vertical and horizontal planes and encompasses A-G requirements. The students will be introduced to the school culture and *Humanitas* interdisciplinary methods in 9th grade and will be placed in an Advisory Focus Class that will be suited to whatever acceleration, intervention, or special program best fits their needs. We will strive to place each student in personalized programs developed collaboratively between teachers, counselor, student and parents.

AMA will be a pilot school with a professional learning community of students working with professionals in the health science, public health, allied health, biotechnology, bioengineering, and wellness industries that impart valuable lessons and serve as models for students. These alliances will allow students to consider broadly and widely the wide swath of options available in the health science and medical professions. For example, hospitals, pharmaceutical companies, research institutes, patient transportation units, and government agencies cannot run without communication departments, accounting departments, legal departments, computer departments, and health, wellness, and safety provisions.

Students will be able to gain valuable insights into the career and college opportunities available to them in three specific ways. First, all students will meet twice a year with career, college, and academic counselors to design and customize their four-year plan. Second, students will be learning and researching career opportunities in Exploration of Health careers, an introductory Career Technical Education class. In this class, the students will be exploring the broad swath of careers in health, allied health, public health, and medicine and figuring out the need, projected vacancies and

salaries, and required education necessary for the career. In addition, through guest speakers, volunteer work, and work-based learning, the students will see first-hand the job profiles and benefits. Third, students will be exposed to career and college opportunities through field trips, campus visits, and through participation in HOSA activities.

School Calendar/Schedule: Describe the school calendar and daily schedule. Appendix K and L show our school year calendar and daily schedule.

We propose a schedule that is balanced and as possible, approximately 90 days per semester of instruction at approximately 7 hours per day, exceeding the educational code requirements for instructional minutes. The school year for students will consist of a minimum of 180 days of instruction. The contractual year begins July 1 and ends on June 30. This balanced school calendar is especially important given our work-based learning program. Our school year will begin in August and the first semester will end in December with final grades posted by January 1st. Then, after 3 weeks, we will begin the spring semester and end early in June. Students who work in the hospital in the fall will be given the same amount of exposure in the real world setting as those who work in the spring. At the same time, we do not wish to make school calendar issues a hardship for the community and will work with the rest of the school to schedule back to school days so that families are not starting and ending the year on tremendously different schedules.

Autonomy in School Schedule
The Academy of Medical Arts at Carson High School will place students in rigorous linked classes and dynamic hands-on work-based learning experiences. Our School Calendar needs to allow for students to receive the academic support, skills, and time in clinical situations to be well rounded, college ready and career prepared. We also require flexibility to take our students beyond the physical walls of the school for meaningful social, emotional, academic and leadership opportunities uniquely important to students interested in health care, allied health, public health, and medicine.

Workday:

The School day will begin at 8:00 AM and end at 3:05 PM; the workday for teachers will be from 7:30 AM to 3:30 PM.

Staff and teachers will embrace learning and will commit to a total of 2 hours per week of professional learning and collaboration. Every Friday will be a late start day for students to allow the entire staff to gather for a 30-minute meeting, followed by either professional development as a whole school, departments, or grade levels.

The School Year:

The school year for students will consist of a minimum of 180 days of instruction. The contractual year begins July 1 and ends on June 30. Fall semester will begin in August and end in December prior to Winter Break. Spring Semester will begin in January and end at the beginning of June. Teachers, counselors and coordinators will work additional days according to the following schedule:

- Five days of collaboration, planning, and professional development during the weeks prior to the start of the school year;
- One mid-year full-day staff development event;
- One to three days of reflection and planning at the end of each school year, at the discretion

- of the faculty, and
- Teachers will meet with teaching team members during vacations until curriculum for the year is satisfactorily planned, reviewed and revised.

Our day will begin with Period One each and every day. This Period One every day will minimize student arriving to school tardy and lack of focus that begins each school day and permeates the Carson High campus. AMA students will meet the beginning of each instructional day with the same, caring adult who will monitor and support the student in their endeavors. No student will be invisible. Students will receive a combination of academic knowledge with personalized advisement during Period One. Each teacher will be assigned a grade level for an entire year. Students will be tested using LAUSDCoreK12 online assessments every 10 weeks. Based on the students need for intervention in language or math, enrichment, or time management, life skills, the students will be placed in an appropriate grade level class. In 9th grade this class will be called Humanities A/B, in 10th grade this will be Intro to Computers and Digital Imaging, in 11th grade students will have several options, including AP Human Geography for enrichment, and in 12th grade this class will be called Leadership A/B or Journalism A/B.

Students will be able to rotate among teachers and classes in this Period one every 10 weeks depending on the results of the assessments. Sample classes in 9th grade may be poetry (for those in need of language intervention) or measurement (for those in need of math intervention) or sculpture (for students who are at grade level and ready for an art experience) or human geography for advanced students who need a challenge. The rationale is as the year progresses, poetry may become an enrichment focus and measurement may become dosages and calculations. Physics can in this way be offered for enrichment for the students who are on track for the University of California system. This way, students truly are provided a more individualized class advisory that allows them to get to know teachers and peers and exposes them to the Humanities in a way that supports their individualized learning. Each and every Period One class will be project based and related to HOSA activities, thereby reinforcing the health and medical global focus of the academy and building ethical, responsible citizens who care about their learning as much as their grades.

Overall, at the Academy of Medical Arts is looking for school culture and climate autonomy for the following reasons:

- ◇ We would like to include lab periods or the flexibility to adjust the schedule as needed for projects, field trips, intricate labs or reading as needed with grade level team weekly progress.
- ◇ We wish to embed interdisciplinary, work-based and project-based ideas into the core of the school. We need the flexibility and 100% buy-in from administration, faculty, parents, and the community for the projects and opportunities that are presented so we build a culture of authentic work, hands-on projects, and spirit of perseverance and responsibility for academics;
- ◇ Intervention and credit recovery will be embedded in a way that is respectful to both student interest and faculty expertise.

Policies: Describe and/or attach the school's policies as they relate to retention, graduation, and student behavior.

LAUSD Bulletin 3628, 3819, 201213 and 201415 detail policies for retention, graduation, and student behavior. Key points are detailed [Appendix Q](#) as well as in [Appendix E](#).

Parent and Community Engagement

Background: *Describe the community you will serve.*

Carson High School's proposed Academy of Medical Arts is located within the city of Carson approximately sixteen miles south of downtown Los Angeles, in a region of Los Angeles County known as the South Bay. Carson is bordered by the city of Long Beach on the east, the city of Torrance on the west. The South Bay's famous coastline and beaches are about six miles to the west of the city. The community is adjacent to both the Long Beach and the Los Angeles International Airport. Three freeways pass through the community while two additional freeways border the city of Carson. Carson is a mix of residential, industrial and commercial properties.

Although the City of Carson has a long and colorful history, which dates back to the early founding of California, the city suffered decades of neglect as an unincorporated part of Los Angeles County. The complete, rich history of Carson and its detailed statistics can be found on the Internet at the City's website. (<http://ci.carson.ca.us>) In 1968 voters agreed to officially incorporate their community as an independent city and thereby overcome the penalties that came with minimal political representation and without a real city identity. To its credit, the city of Carson has worked miracles in its short 43-year history since its birth as an independent city. The unsightly refuse dumps, landfills, and auto dismantling plants of past years have been replaced. The new industrial parks in Carson, such as the Watson Industrial Center, are models of cleanliness and attention to appearance. Beautification efforts by the city have resulted in numerous landscaped center medians, lighting projects, street improvements and public parks. The city boasts several major attractions including California State University, Dominguez Hills; the South Bay Pavilion; the 125-acre, 150 million dollar The Home Depot Center, featuring state-of-the art stadiums and sports facilities; the Goodyear Blimp and the 630-acre BP Carson oil refinery.

Currently, Carson High School serves a diverse student population with approximately 46% Hispanic students, 23.4 % Filipino, 19.7% Black, Non-Hispanic, 3.3% White, Non-Hispanic, 4.8% Pacific Islander, 2.1% Asian with .62% American Indian/Alaska Native. Approximately, 294 students enrolled at Carson High receive some form of English Language Development or SDAIE services aimed at developing English fluency and meeting academic proficiency.

Educational levels vary among the population of the City of Carson; 13.9% of the residents have less than a 9th grade education; 19.9% have attended high school but did not graduate; 41.7% have graduated from high school and 24.5% have attended or have graduated from college.

Carson families are primarily "working class" and represent low- to moderate-income levels based on the most recent census data available. The median income in the City of Carson is \$52,284 with an average per capita income of \$17,107. Approximately 24.8% of the population receives Social Security income, 8% receive Supplemental Security Income (SSI), and 5.5% receive public assistance. 19.8% of residents receive some form of retirement income. Finally, 9.3% of families with children under the age of 18 and 11.8% of families with children under 5 live in poverty.

Based on parent-teacher conferences and interactions, many Carson parents express a deep interest in their children's education. They want to ensure that their children receive the best instruction possible leading to future educational and employment opportunities as well as a more prosperous life for their children. In addition, the parents and the community seek a physically and emotionally safe high school.

Parents and community face growing challenges with limited resources such as rising poverty and unemployment especially during the current recession where Los Angeles County unemployment is currently at 13.3%. Other critical needs include inadequate nutrition and increasing obesity, a rising mobility rate, sub-standards medical care, increased single family parenting, increased number of grandparents serving as caregivers of children, increased drop-out rate and the growing presence of local gangs in the community.

Since 2006, Carson High has been a Program Improvement School. It is clear to many staff and parents that Carson High students desperately need a new, unique instructional program that provides a personal approach to instruction where students are purposefully engaged in challenging interdisciplinary learning with teachers with whom they have a meaningful and caring relationship. It is the belief of the cadre of teachers preparing this proposal that the academic goals, the career aspirations and the needed safety measures desired by parents, students and staff can be best ensured in an interdisciplinary program like the one AMA proposes to offer. Too many of our Carson comprehensive high school students are alienated from school and view their coursework as disconnected and unrelated to the real world.

Currently, the staff of Carson Health and Medical Partnerships has 20 years of success and recognition in the *Humanitas* Program, a cadre of dedicated teachers prepared to build an exciting program that improves student performance, reduces the achievement gap and drop-out rate and offers an opportunity for a more personalized learning environment in which students interact more often and more substantively with their teachers. Along with our strong academic emphasis that we have successfully fine-tuned in *Humanitas*, AMA seeks to create a positive school climate where safety, strong student engagement in academics and exciting work-based learning and internships, fewer disciplinary infractions and less truancy become the norm. AMA seeks to better prepare students for post-secondary educational opportunities and careers in health and medical related careers as well as other career choices a student might seek. AMA teachers want to create an educational environment that brings the community together through internships, guest speakers, and volunteer opportunities to help our students thrive.

The Carson community shares strong bonds since many of the families have lived within the city for many years and have deep connections to the local community and to Carson High School itself. There is access to excellent City of Carson community services such as the city's Youth Services Division and active Youth Sports Programs. The community has access to 120 acres of parkland divided into 12 parks, 2 mini-parks and sports/recreational facilities, a state-of-the art sports complex and the Carson Community Center. The community has access to 47 church organizations. California State University at Dominguez Hills, Harbor College, and El Camino College provide off-campus educational opportunities for Carson High School students. Harbor-UCLA Medical Center, Sunnyside Convalescent Facility, Cedars-Sinai Hospital and other neighboring community hospitals provide community services and partnership opportunities for the students. The local community and members of the greater Los Angeles community are inhabited with people and organizations who are not just interested in education but are willing to offer their time, their experience and their resources for the benefit of Carson High students.

Members of the community have been historically under-represented in the health and medical fields. Through careful interdisciplinary instruction, recognized certification programs, and strategic internships, AMA intends to reduce that disparity. Other needs are addressed by AMA's different curricular strands, which correspond to post secondary school majors and will also be addressed by AMA's intended certification programs, which articulate from AMA through the community college certification programs, such as Certified Nurses Assistant.

AMA's program will align with the community's strengths as well. Many teachers at Carson High School recognize the tremendous leadership potential of our students. AMA's Leadership strand will help students develop their potential for leadership in the health and medical sectors of Los Angeles and beyond. The therapeutic services and biotechnology strands will help students draw upon their strengths, and develop critical thinking and 21st century skills that will help them become successful scientists, health care providers, advocates or leaders in whatever fields they wish to pursue. Perhaps most importantly, our community is one who wants to support its children but where historically there have been obstacles to fully realize this support. Full community support and engagement will be the cornerstone of AMA's program.

Strategies: *Describe your team's history and experience serving this or a similar community.*

The design team of the Academy of Medical Arts has a proven track record of success with developing engaging student curriculum, creating student programs and forming community partnerships. During the past five years, the 9th, 10th, and 11th grade teacher teams of CHAMPS have been recognized virtually every year by the Los Angeles Education Partnership for interdisciplinary curriculum units, by the Mayor Jim Dear and the City of Carson Council for planning, implementing, and participating in Community Service activities, such as Red Ribbon Week and other student health and wellness awareness events, by Dr. Richard Vladovic for success for our area in California State and National Health Occupation Students of America competitive events and leadership conferences, by The Center for Democracy's Project Citizen Los Angeles Regional and California State Showcase, Global Classrooms' Los Angeles Model United Nations Conference for committee performance and position papers, by HOSA for student success in researched Persuasive Speaking, Creative Problem Solving, Prepared Speaking, Biomedical Debate, Medical Photography, Extemporaneous Writing, and Career Health Displays.

In addition, we have successfully written grants for the Department of Education for a California Partnership Academy, a Health Science Capacity Building program, and from UCLA as a subrecipient for a U.S. Reach Legacy project. Furthermore, we were chosen by the National Consortium for Health Science Education to pilot a curriculum about cultural differences in Health care in the United States, and the advisor of Carson HOSA was awarded the California Health Occupations Students of America Advisor of the Year at the 2011 National Conference.

Name and Position	Years Taught / Location	Credentials / Certifications / Expertise
Rebecca Frank BA Print Journalism University of Southern California	Currently teaching my 17 th year at Carson High School.	Clear Credential, Secondary English CLAD AP English Literature Humanitas Grade Level Coordinator, 16 years Facing History and Ourselves -Holocaust -Race and Membership
Yvonne Forbes BSc (Hons) Genetics University of Glasgow 1982	Currently teaching my 7 th year at Carson High School. 18 years teaching in the school district.	Clear Credential Life Science AB1961 SDAIE Authorization
Gordon Emi BS Psychobiology	Currently teaching my 14 th year at Carson High School	Clear Credential, Secondary, Biological Sciences

UCLA		Supplemental in Chemistry Honors/College Preparatory/Sheltered Chemistry CLAD Varsity Golf Coach Varsity G. Tennis Coach
Merri Weir BA Political Science DePaul University	10 th Year of teaching at Carson High School Clear Credential, Secondary Social Science, CLAD	AP US History Human Rights Club Sponsor Teacher Leader – Facing History & Ourselves Teacher Leader – USC Shoah Foundation Member - Teaching American History Grant Cohort B Training: Project Based Learning, Facing History and Ourselves
Terri Ann Sullivan BA Communication Arts Marist College MA-Education CSU Dominguez Hills	10 th year of teaching at Carson High School	Clear Credential, Secondary English, CLAD AP English Literature and Language Lead Teacher and Grant Coordinator HOSA Chapter Advisor and 2011 LAEP interdisciplinary workshop facilitator Training: Project Based Learning, Facing History and Ourselves, LACMA, MOCA, DTASC WASC Committee facilitator and writing team member Drama Club Sponsor Gay Straight Alliance Sponsor
Saili Tuitasi BA Biological Sciences Goucher College Master in Public Health	Twenty two years at Carson High School teaching Biology, Physiology, Health Careers, and Health.	Clear Credential, Secondary Life Science, CLAD AP Biology HOSA Chapter Advisor Training: Project-Based Learning, Biotechnology
Leah Levy BA Psychology UC Santa Barbara MA Educational Administration CSU Dominguez Hills	8 years as a CTE Advisor for the district, 8 years as a Career Advisor for Carson High and 6 years of teaching Special Education for Markham Middle School.	Certificate of Eligibility for the Administrative Services Credential, Professional Clear Level II Educational Specialist Instruction Credential CLAD WASC Committee/facilitator and writing team member
Lisa Engel BA Mathematics University of Southern California MA Education CSU Dominguez Hills	21 years at Carson High School 1 semester at Wilmington JHS 6 years at Dana JHS	Single Subject Clear Credential Mathematics Preliminary Administrative Credential – Tier 1 Pupil Personnel Services Credential Math instruction from Math 7 to Math Analysis Math Department Chairman

		School Counselor
Dennis Batucal BA Psychology	13 years at Carson High School 1 year Alexander Hamilton Middle School 4 years Warren Lane School	Single Subject Clear Credential in Mathematics, CLAD Math Analysis, Algebra 1 and 2, Geometry. Advisor to Filipino Maharlika Club and Volunteer Chapter Youth Coalition

The AMA Team believes that our students are an untapped resource that needs to be nurtured and developed by bringing the community together to help our children thrive. Too often schools overlook the potential, positive impact community partners can make on the lives of high school students. The primary and, possibly most important, resources in the community are provided by the parents and caregivers. Those adults know our students best and hold the highest aspirations for their children. The more parents, caretakers, and community members become engaged in the education of AMA students, the more the AMA and its students will become integrated into the community and reap the rewards of this critical engagement.

Research clearly supports AMA’s strong belief in parent and community engagement in our program. In 2000, the U.S. Department of Education’s Office of Educational Research and Improvement charged the Southwest Educational Development with completing a thorough review of the impact of family and community connections on student achievement. The result was the publication in 2002 of an exhaustive study entitled *A New Wave of Evidence* authored by project leads Karen L. Mapp and Anne Henderson. Mapp and Henderson synthesized the findings of 51 different studies that investigated the role of parents and community on student achievement and lives. The conclusion of this study resoundingly demonstrated the following: “The evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life. The research continues to grow and build an ever-strengthening case that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more”.

In a 2008 NEA Policy Brief entitled *Parent, Family, Community Involvement in Education*, more evidence is presented to support the findings: “Parent, family and community involvement in education correlates with higher academic performance and school improvement”. The article further states that, “When school, parents, families and community work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer and enroll in higher level programs”. Researchers cite parent-community involvement as a key to addressing the school dropout crisis and further note that strong school-family-community partnerships foster higher educational aspirations and more motivated students regardless of the student’s grade level, the parent’s education, family income, or background.

One strategy for engaging parents and caretakers in their child’s education is to make that education reflect their beliefs and their aspirations for their children. To that end, parents and caretakers are part of AMA’s design team and advisory committee and have played a part in the creation of this proposal. Parents and community members will continue to play a major role in the governance of AMA as members of the Governance Board as well as other advisory committees.

Another strategy is to enable parents and caretakers to directly participate in their children’s education by encouraging parents to be on campus as much as possible during and after school. This participation will include open invitations to all classrooms during school, parent and caretaker observations and evaluations of classes, updates on teachers professional development,

school projects requiring student collaboration with parents, caretakers or other community members, special social events aimed at making parents and caretakers feel welcome and comfortable at school, special events where students will teach what they have learned in their classes to their parents and caretakers, student-led conferences, and parent and caretaker support on field trips, HOSA competitions, Project Citizens, Global Classroom's Model United Nations competitions, and participation in museum and medical center programs.

Parent participation would be further encouraged with an increased alumni and community member presence. Alumni and other community members will be invited to participate in classes and to work together with students at certain projects tied to educational standards and of interest to both students and themselves. For instance, our graduates and community members who are in the health and medical field or in colleges and universities can serve as judges when the students are preparing for HOSA competitions, Project Citizens, Model UN or other events where they need feedback from individuals who are experts in those fields. They can also be invited as guest speakers who will come and share their experiences and expertise in conjunction with a relevant unit that the students are studying in their classes and also encouraged to invite the students to visit their workplaces. These relationships could lead to internships.

AMA plans monthly meetings of the Parent Leadership Committee co-chaired by a teacher and a parent, with sub-committees on academics (including intervention, observation and evaluation of teachers and classes, college preparation, and the once-a-semester academic project requiring family participation) and school culture (including enrichment, student activities, family social activities, and fund raising). Students will be required to take a leading role in other regularly scheduled activities with parents and caretakers. These include student-led conferences twice a semester and a once-a-semester student-led class for parents and caregivers, where students will teach parents what they learn in their classes. AMA also intends to participate actively in the Carson High School Alumni Association, and to offer to all our former students alumni open houses, e-mail communication, and a student-alumni event demonstrating joint projects. AMA will also have its students host a school website, updated daily, including a webpage reporting on individual student accomplishments and on events of interest.

Key Community Partnerships: *Discuss the specific ways in which community members will be included in the ongoing success of the school.*

As an autonomous school, the Academy of Medical Arts will have the flexibility to impact our school's health and wellness, Carson community's health and wellness, and promote health and wellness in the greater South Bay regional community and beyond. In fact, we hope to expand upon existing relationships and forge new partnerships. Key partnerships that were formed as part of Carson Health and Medical Partnerships that will be expanded and strengthened to further the mission and vision of our pilot school include:

The City of Carson and the Mayor Student Task Force for Health and Wellness:

The Mayor, the City Council and various departments, based on prior conversations, emails and meetings have agreed to work with the Academy of Medical Arts students on issues related to Carson becoming a Healthy City. Action will include exploring and marketing healthy dining options, implementing Instant Recess throughout the community, becoming members of and working in conjunction with the Teen Center and creating a campaign to bring in healthier grocery stores. Students will also have job shadowing opportunities with the City's departments that relate

to health and medical occupations. Responsible AMA Individual: The grant/project coordinator will continue to be the liaison with both The City of Carson and with Mayor Jim Dear.

Harbor UCLA Medical Center:

This partnership has benefited Carson Health and Medical Partnership during its first three years and we anticipate, based on conversations and emails with staff at Harbor UCLA Medical Center, including Elizabeth Magsino, Dr. Raquel Soto, and Bernice Hill Shephard, that our partnership will continue growing. Members of Harbor UCLA's staff serve as CHAMPS Advisory Board members, guest speakers, supervisors of our internship programs for the juniors through the UCLA Harbor Family Medicine Community program, for seniors through LA Biomed, which may continue through their college years, and as curriculum advisors. The AMA 10th grade students will volunteer for a minimum of 2 hours every week in all areas of the hospital through their Exploration of Health Careers or Hospital Occupations class. Many of the students continue their volunteer service on weekends and during their school breaks. Responsible AMA individual: 10th grade lead teacher.

Carson Wellness Center:

Carson High School was very fortunate and was selected as one of the 13 schools participating in the LAUSD Wellness Network. Students and faculty from CHAMPS have been involved with the Center since the development stage and now students have formed the first Student Advisory Board and are responsible for monthly health awareness campaigns run in conjunction with the health care provider, South Bay Family Health Care, the Healthy Start office, and the wellness consortium personnel. We hope the students of AMA will work to bring the message of healthy lifestyle to other schools and the greater Carson community. We anticipate AMA students will be trained as Peer Health Care Advocates and will job shadow at the Center. Responsible AMA individual: Advisory Board Coordinator.

Los Angeles Education Partnerships (LAEP):

LAEP and Humanitas will provide AMA staff curriculum and instructional support as well as professional development with regard to AMA's mission and vision of providing a strong interdisciplinary program and ensure the development of Units that meet that goal. This partnership also includes enrichment opportunities such as LA Opera, Model United Nations, Project Citizen, American Academy of Motion Picture and Sciences, the Gerry Center and other art based opportunities as they arise. Responsible AMA individual: Professional Development Coordinator and/or Humanitas Coordinator.

South Bay Family Clinics:

South Bay Family Clinics is the provider of all health care at the Carson High School clinic. John Merryman, Vice President, and others have served as Advisory Board members and have helped to advise on curriculum development. The clinic has provided Mentors and has incorporated students into campaigns for a healthy community, including the Carson High School T-Dap campaign. Once AMA has more autonomy and a more flexible schedule, the student advisory committee and South Bay Family Clinics will work on HOSA competitive events and community health care events together. Responsible AMA individual: Advisory Board Coordinator.

Facing History and Ourselves:

Provide professional development support for AMA staff members with regard to curriculum and instruction focusing on moral and ethical issues. Facing History will also provide students opportunities to participate in enrichment experiences with students locally, around the United States and even the world tied to moral and ethical issues in history as well as current events. Responsible AMA individual: Facing History Lead Teacher.

[UCLA School of Public Health and Cancer/Disease Prevention:](#)

AMA will work to expand the powerful collaboration between UCLA and the school to offer students opportunities to conduct and interpret research at Carson High School and the community. Students also have the opportunity to write about original research, and advocate for implement change in the school or community based on that research. One new project is the Instant Recess project that involves starting the 10-minute recess breaks into the day to increase awareness of the benefits of exercise. Another project is the LAUSD/UCLA/ CHAMPS Food Tasters Club to provide feedback for eating healthy and helping LAUSD create lunch entrees that are nutritious, delicious and pleasing. Responsible AMA individual: Grant Coordinator.

[VA Hospital Long Beach:](#)

Eleventh grade students combine volunteer work with job shadowing twice a week for 2-hour sessions at the VA Hospital Long Beach. Students select the departments or medical clinics in which they wish to work and can extend their volunteer time to weekends, evenings, school breaks. Currently being started with CHAMPS students with the goal of refining and expanding under AMA. Responsible AMA individual: 11th grade Lead Teacher.

[Families in Schools:](#)

AMA will work with Families in Schools to develop a strong relationship with the parents or guardians of the students. This relationship will include assistance with the develop of the Parent Advisory Board and creating more opportunities for parents / guardians to participate in their student's education with such activities as Project Citizen and AMA's bi-annual (January and June) Student Showcases. Responsible AMA individual: Parent Coordinator, AMA Principal, and Parents.

[Los Angeles Small School Center:](#)

Professional Development opportunities and Linked Learning Training or Unit Development provided through Los Angeles Small School Center. We have received advice and training from Jeanne Fauci, executive director, and Thalma Schultz, linked learning director, and anticipate continuing that relationship. Responsible AMA individual: Professional Development Coordinator.

[Torrance Memorial Medical Center:](#)

Both the 9th and 11th grade students visit the hospital twice a year. The 9th as part of the health class for a general tour of the hospital and the 11th grade as part of their Medical Terminology class and is expanded to include job shadowing for the day. Torrance Memorial has provided curriculum resources, business advisory members, and speakers. Responsible AMA individual: Health Educator/Medical Terminology teacher.

[The LA Trust for Children's Health \(LA Trust\):](#)

This non-profit organization seeks to improve the health of LAUSD students through advocacy and support for school-based health centers and Wellness Networks. The LA Trust is leading the Wellness Network Learning Collaborative to ensure best practices are shared and each Wellness Network School has the resources to succeed for many years. Mary Jane Puffer visits Carson Health and Medical Partnerships to work with student advocates and help build student engagement in the Wellness Center. Through student advocacy and career pathway programs, students have an opportunity to engage in the health care arena by learning firsthand about how health care works and why it is important to access care for themselves, their families and the community. Responsible AMA individual: Lead Teacher

[CHAMPS Camp with Caroldale Learning Center and Steven White Middle School:](#)

Students go through a 5-week fitness and nutrition-training program, which they then take to the local middle schools to promote healthy living. We anticipate realizing a complete 7-12 health science and medical technology pathway for student success in the next three years. Responsible AMA individual: Teacher teams

[LAUSD District Nursing Services:](#)

This partnership involves Advisory Board Membership, mentors, work-based learning opportunities and CPR training for students and CPR instructor training for Staff members. Responsible AMA individual: Professional Development Coordinator

[Mental Health America Los Angeles:](#)

This organization will help us remain current with state of the art ideas about mental health care procedures, advocacy, and jobs. Members of the organization, especially Gustavo Loera, director of education and research, is an Advisory Board Member, and staff members serve as mentors, provide job shadowing opportunities, and offer curriculum development and support. Field trips for students and professional development training and externships for adults make this a valuable partnership. Responsible AMA individual: Lead teacher

[Asian American Drug Prevention Agency:](#)

This partnership includes Advisory Board Members, planning and implementation of work in conjunction with the Carson Student Movement & Filipino Student Movement on the campus, 11th and 12th grade mentors, Red Ribbon Week and other educational advocacy campaigns, and summer internships. Responsible AMA individual: Work-based learning coordinator

[Los Angeles Fire Department:](#)

This partnership includes membership on the Advisory Board, mentors for 11th and 12th grade level students, job shadowing, and student participation in disaster preparedness training for the community. Responsible AMA individual: Lead Teacher

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

School Governance and Oversight

School Type: *Briefly explain the rationale for applying to operate your school as a Pilot school.*

The pilot school governance model provides the autonomy we need to fully utilize the interdisciplinary collaborative teaching model that has been successful in our small learning community. Some of our small learning community's earlier successes in student achievement, student engagement, and teacher efficacy have occurred when our small learning community has been given autonomy to make informed decisions about our program and implement strategies we believed would improve student achievement. Our school is based on a model of engaging all students in their education, increasing period-by-period attendance, and raising students to proficiency and advanced mastery on important academic and work-based learning benchmarks. Pilot school autonomy will enable teachers who directly impact the student population to make decisions regarding the use of budgets, the structure of the curriculum, the design of the assessments and daily campus operations.

We are applying to operate AMA as a Pilot School because this school governance model provides the autonomy we need to fully utilize the interdisciplinary collaborative teaching model that has been successful in our small learning community. Pilot school autonomy will enable teachers who directly impact the student population to make decisions including the use of budgets, the structure of the curriculum, the design of the assessments and daily campus operations. Pilot Schools are small in size in order to facilitate students and adults knowing each other well and are able to create nurturing environments in which staff attends to the learning needs of all students.

The pilot school model will provide us the unique structure to meet the needs of all students and allow us the flexibility to create the collaborative curriculum that will ensure the academic achievement of our student population. In addition, the pilot school model provides our students with a framework for development as individuals with unique understandings of what it means to strive for social justice. The pilot school structure will allow us to build strong relationships with students and the community, to personalize academic goals and career plans for all students, and individualize the work-based learning experience for all students. In addition, the pilot school structure allows us to create a safe and social learning environment for all of our AMA students.

In addition, the pilot school structure will allow us to create powerful collaborative partnerships with community members and families so that the dream of social justice and representation for our community in health care can become a reality. This will be the result of parent and community involvement in every aspect of school governance through representation on all of the decision-making committees. In a traditional school model parent representatives serve on the School Site Council and some of the advisory committees. To a large extent, this marginalizes the community. Day-to-day decisions are made by administrator and to a lesser degree faculty. The fundamental advantage to the pilot school model is that the parents and community partners are inextricably involved in the leadership mechanisms. Without this aspect, we would be hard-pressed to consider ourselves a true community school.

School Level Committees. Describe the decision-making bodies and general areas of responsibility for each body that will exist in the school.

Team	Roles & Responsibility	Membership	Meetings
Governing Council	Set and maintain mission and vision; principal selection And evaluation; full budget approval; elect to work agreement revisions	Principal, 4 staff members from classified and credentialed staff At least one community* member, and one student representative.	Once every four to eight Weeks
Discipline & Safety	Establish the code of conduct, school safety plan, progressive/restorative discipline Policy	3 staff members, one community* representatives and one student representative	Once every semester or as needed
Curriculum & Assessment	Create and review curriculum and instructional practice as well as promote creativity and continuous growth; Spearhead assessment and testing	3 staff members, one community* representatives and one student representative	Once every semester or as needed
Professional Development	Identify instructional concerns and needs and assist in focus and training; develop a true community of practice where AMA teachers support each others' learning Ensure strategic alignment of AMA's goals and LAUSD professional development efforts and performance goals Assess whether professional development opportunities improve teacher performance and student achievement	3 staff members, one community* representatives and one student representative	Once a month Or as needed
School Culture	Survey and identify strengths and weaknesses in school culture seeking to determine what either promotes or discourages higher levels of engagement in student learning. Create and implement activities that foster a sense of community and cooperation among all stakeholders.	3 staff members, two community* representatives and two student representative	Once every semester or as needed

* Community representative can be a parent, business partner, community representative, or nonpaid AMA affiliate. Opportunities to voice concerns, ideas, questions and opinions using 30 minute meeting protocol. Each member of the committee will have one vote. Majority decision will prevail, in the case of a tie the matter will be brought to the governance council.

Governing Council. Describe the composition of the Governing Council and the process for membership selection.

The AMA Governing Council will be governed by an eight-person membership. The members serve two-year terms and are elected by self-nomination followed by the vote of the parents, teachers and staff. The AMA Governing Council will consist of the AMA Principal, 2 elected AMA teachers, 1 elected classified staff member, 2 elected parents and 1 elected community member and 1 elected student. Prior to the first year of AMA operation and as first matter of business, a detailed charter of AMA articles and by laws will be drafted and approved by the Governing Council. The By Laws will set out the purpose of the Governing Council, the membership, duties and qualifications of members as well as election, tenure, meeting schedule, procedures, scope of duties. Once the by laws are established, the AMA Governing Board will represent all stakeholder groups and provide ongoing input and decision-making authority on how the pilot school can best meet the needs and interests of students and their families based on the vision; ensure that the school operates in a manner consistent with the spirit of the mission, vision, beliefs and district regulations; makes recommendations to the principal on curriculum, instruction, evaluates and monitors AMA's progress and identifies areas for improvement; and recruits and approves new Governing Board members to be voted on by parents, student leaders, and staff.

School Leadership

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. *In Appendix R, is a formal job description for the Academy of Medical Arts Principal.*

In 1977 the US Senate Committee Report on Equal Educational Opportunity identified the Principal as the single most influential person in a school. Decades later and after extensive research Marzano Waters and McNulty has quantifiably confirmed this idea and reiterated that, "an effective principal is thought to be a necessary precondition for an effective school." In identifying 21 most statistically effective leadership responsibilities that are central to a successful school leader, they reinforce the view that an effective leader requires a complex array of skills. Although all 21 responsibilities are important AMA has identified eight that are crucial to the success of our pilot school: Communication, Culture, Flexibility, Focus, Outreach, Relationships, Situational Awareness and Visibility.

Responsibility	Mission & Vision	School Design Components	Instructional Plan
Communication	Will foster the importance of communication between all stakeholders from sharing of ideas to conveying the idea	Will support technology based communication tools (e.g. school loop) where students, parents and staff members can communicate	Will communicate to all stakeholders the importance of science, technology and math in our curriculum and how our students will achieve success in these areas using Humanitas pedagogy
Culture	Will promote cohesion among staff, parents and students by promoting the idea that AMA is a school that values a respectful, diverse, creative, exciting, and reflective culture	Will support the distributed leadership and shared decision-making model by fostering the culture of ownership.	Will support the team model of curriculum development.
Flexibility	Will Encourage stakeholders to express diverse opinions in order to creatively problem solve	Will support the concept of distributed leadership	Will support the differing ideas of nontraditional advisory classes.
Focus	Will establish concrete goals and expectations for students and staff in reaching academic and graduation benchmarks	Will establish clear goals in designing a school that fosters academic interest and excitement for students and staff	Will establish clear goals in raising test scores in math and science
Outreach	Will be an advocate and a spokesperson for the school to all stakeholders, including the AMA Governing Council	Will play a role in establishing relations for internships, job shadows, and mentorships	Will assist in seeking our innovative and successful instructional practices in the educational community
Relationships	Will be aware of the personal needs of staff and students so that all staff will feel valued and students will be feel that the school is as invested in their	Will be aware of the personal needs of the students and staff so that individual needs can be met and	Will be aware of the personal needs of the staff and students to help achieve success in establishing a successful

	success as the student is	adjustments can be made in the school design	instructional program
Situational Awareness	Will be able to predict difficulties that might arise while trying to stay focused on the vision and mission	Will be able to predict conflicts that might arise with flexibility in scheduling	Will be able to predict situational difficulties having to do with horizontal and vertical teaming
Visibility	Will make frequent visits to classrooms to enforce that the principal is engaged in furthering the mission and vision of the success of AMA students	Will make frequent appearances at culminating functions HOSA events, internships, etc	Will make frequent visits to classrooms to enforce that the principal is involved in furthering the idea of student-centered activities that are differentiated and are engaging.

What rigorous and inclusive process will be used to select the school leader/principal?

Working with LAUSD Human Resources Division, the AMA Principal position will be advertised in March 2012. The job description will be provided with appropriate information that allows applicants to gain a detailed understanding of the school's mission, vision and priorities. It is important that potential applicants understand the opportunities offered by the position, as well as the challenges, in order to make a realistic assessment of their own capacity to meet the requirements. The interviewing body will use the in-basket exercise and a question and answer period to evaluate the candidates. In an effort to ensure a fair and equitable interview process, a matrix will be developed in advance of the interview(s) that includes both the proposed AMA principal questions and a place for each interviewer's rating of each interviewee's response. The matrix will serve as documentation in the event of an inquiry regarding the criteria the AMA hiring decision was based on. The interview will concentrate on examining a candidate's ability to meet the 8 focus responsibilities. The principal hiring team will consist of at least one member from each school committee/leadership group and will consist of 1 classified staff member, 3 certificated staff members, 2 students, and 2 parents. The principal chosen must be selected by a majority vote.

If a school leader/principal has already been identified, what evidence exists to suggest that the individual demonstrates the capacity to be the cultural leader of the school?

Not applicable

Leadership Team: *Identify any leadership positions beyond the principal position.*

"No one individual is ever able to develop the right vision, communicate it to large numbers of people, eliminate all obstacles, generate short-term wins, lead and manage dozens of change projects and anchor new approaches deep in an organization's culture. A strong guiding coalition is always needed—one with a high level of trust and shared objectives that appeal to both head and heart. Building such a team is always an essential part of the early stages of any effort to restructure a set of strategies." John Kotter, 1996, Harvard Business School. AMA believes strongly that school leadership involves multiple leaders working collectively, both administrators and teacher leaders. To that end, AMA recognize the importance of the principal role working in consort with teachers who serve on 5 discrete but interdependent AMA school teams handling their clear responsibilities as outlined in their teams. We anticipate that we will be able to attract and maintain

the grants that help us grow our program and acquire resources for work based learning and projects. As such, the grant coordinator/lead teacher will continue to offer leadership for our program. The role of leading a school lays on the shoulders of all participants who share the consequences of their decisions and actions.

Distributed Leadership

The distributed leadership and shared decision-making model used by pilot schools necessitates collegial and frequent dialogue among staff, administrators, students, and families about every aspect of the school. This is an additional responsibility that requires teachers to participate in at least one school committee: Instructional Leadership Team (covers curriculum and assessment), Governing Council (includes budgeting), Professional Development (includes teacher recruitment, evaluation and retention), Discipline and Safety Team, School Culture and Climate, and others to be developed to meet school needs. In addition, teachers will fulfill the duties of “point person” for one of the committees, grade-level team, or content-level team. Staff will be asked to participate in regular and collegial discussions about school policy, curricula, and all school-related topics, with the goal of democratic decision-making and transparent school operations and contribute to the discussion about school issues in a collegial, productive and timely manner. Teachers will be asked to bring concerns, ideas, questions, and proposals to colleagues through transparent channels such as the Instructional Leadership Team, the Governing Council, grade level teams, content-area teams, or whole faculty meetings. Staff will be asked to take responsibility for implementing changes in school operations or proposals, rather than view change as an administrative matter, and understand that the pilot school autonomies provide our school with the opportunity to innovate, but they also put far greater responsibility on teachers to be accountable for the decisions made by the school and the outcomes of the school.

“Pilot Schools have the freedom to create their own governance structure that has increased decision making powers over budget approval, principal selection and evaluation, and programs and policies, while complying with legal requirements—including laws, regulations, and school councils.” (LA Pilot School Manual, 2009) We will use technology to engage and collaborate with all stakeholders by communicating ideas, programs, benchmarks, minutes of meeting, and other business on school loop. Each semester, at a school wide committee meeting, all committees will present information on what their committee is working on and field questions or answer concerns. Any committee can be placed on the agenda for another committee if there are cross concerns.

What structures and strategies assess progress toward meeting the goals for student and adult learning?

We will formally evaluate the effectiveness of our program, our teachers, and our school on a yearly basis. We will formally evaluate the program using the National Academy Foundation self-assessment, which covers student recruitment and enrollment, personalized environment, data collection and review, academy leadership, professional development, advisory board membership, support for learning, support for sustainability, program of study, instructional practices, college and career readiness, and work based learning, including internships. We will analyze our data to make sure that we are making progress meeting performance goals for student and adult learning.

How does the team plan to hold each other accountable for meeting the school's goals?

AMA’s leadership will use a four-pronged approach: peer review, administrative overview and conference, data review, and student evaluations.

In both grade-level teams and subject level teams. AMA teachers will work hold each other accountable by working collaboratively to analyze data, set common instructional goals, and foster student achievement by improving instructional practice. AMA teachers will hold each other accountable by using the following systematic cycle of continuous improvement:

- In subject-area teams, AMA teachers will set targets for student learning during a given quarter.
- AMA teachers will use formative and summative assessments aligned to learning standards to measure progress towards their goals.
- AMA teachers, working together with their subject-area peers, will analyze assessment data and student work to determine effectiveness of their instruction and its impact on their student learning needs. Teachers will share with one another their observations, reflections and ideas for improvement.
- Based on these subject-area meeting discussions, teachers will then adjust instruction to differentiate based on perceived student need and based on suggestions made during subject-area meetings.
- AMA teachers then monitor the impact of their actions to ensure the steps they take always lead to improved instructional practices and increased student achievement.

Staff Recruitment and Evaluation

Staffing Model. *Discuss the academic and non-academic staffing needs of the school from start-up through year three.*

The Academy of Medical Arts will require a dedicated principal, a dedicated counselor, a part-time office technician and approximately one-fifth of the staffing of Carson High School to set up and function effectively during years one through three. The teaching team at the Academy of Medical Arts will be comprised of highly qualified academic educators and career technical education teachers. For years one through three, we envision a school wherein each administrator or counselor also teaches one period a day in his or her credentialed area.

As a pilot, our staff of 15 teachers will be comprised of:

- 3 English teachers who may also offer VAPA or tech art classes
- 3 Science teachers who may also offer CTE classes
- 3 Math teachers who will help implement higher levels of math, including medical math
- 2 Social Studies teachers, who may also offer five social science electives
- 1 Health/PE teacher who may also offer CTE classes
- 1 PE teacher
- 1 world language teacher who may be dual credentialed
- 1 Art/Computer teacher

Final staffing numbers will be met utilizing basic LAUSD staffing ratios with a focus on reducing class sizes. Some ways in which we will lower class sizes are by having each administrator, counselor and coordinator teach one period per day in his or her credentialed area; by using categorical funds; by supplementing our school norm with LAUSD ROP classes and post secondary

classes; and by utilizing funding from state and federal grants such as the California Partnership Academy and the Carl Perkins Federal Grant. AMA will initially be staffed with the numbers of staff normally allocated to high schools in LAUSD. In grades 9 and 10 it is 34:1 for academic core classes and 42.5 for other classes. All classes for grades 11 and 12 are normed at 42.5:1.

In addition, intervention classes such as Advancing Academic Literacy and English Language Skills for English Learners are normed at the lower rates of 20:1 and 25:1 respectively. After these norms are met the intention is to further reduce class size in academic core classes, at all grade levels, to the extent possible with an initial emphasis on the large class sizes in the academic core classes for grades 11 and 12. All students, but especially special education and EL students, will benefit from the 7 period bell schedule where the 1st period of every instructional day will be focused on enrichment, intervention and data collection. This personalized intervention will help support instruction by identifying the needs of each student and using this knowledge as a driving force for continued intervention.

Our staff levels are anticipated to be the following:

Certificated Year 1: 15 teachers, 1 counselor, 1 Principal, 1 CTE/SIS coordinator, Special Education teacher numbers will be determined by the Local District, .20 librarian, and .20 School Nurse. Classified Year 1: .20 SAA, .20 MCD Office Tech, .5 Office Tech, .20 Plant Manager, 1 buildings and grounds worker, .20 Financial Manager, Special Education Assistants; 1 per Special Education classroom

Certificated Year 2: 15 teachers, 1 counselor, 1 Principal, 1 CTE/SIS coordinator, Special Education teacher numbers will be determined by the Local District, .20 librarian, and .20 School Nurse. Classified Year 2: .20 SAA, .20 MCD Office Tech, 1 Office Techs, .20 Plant Manager, 1 buildings and grounds workers, .20 Financial Manager, Special Education Assistants, 1 per Special Education classroom

Certificated Year 3: 15 teachers, 1 counselor, 1 Principal, 1 CTE/SIS coordinator, Special Education teacher numbers will be determined by the Local District, .20 librarian, and .20 School Nurse. Classified Year 3: .20 SAA, .20 MCD Office Tech, 1 Office Techs, .20 Plant Manager, 1 buildings and grounds workers, .20 Financial Manager, 1 Special Education Assistants per classroom.

Los Angeles Unified School District will make the final decision on the special education program at AMA as well as whether the Deaf and Hard of Hearing will be included. All staffing levels will be determined following those decisions. In addition, the number of ELL teachers will be addressed following implementation and registration of the first enrollees in the school. All AMA teachers will all possess a clear California teaching credentials and CLAD certification. An interest in health science and medical technology is needed and cooperative, communicative, collegial personalities will enable the staff to work together to achieve the mission and vision of the school.

Professional development will be implemented and ongoing to ensure all faculty understand and know how the enrollment process, STARS documentation referral system to SST functions and how to implement the accommodations and modifications of the IEP necessary for our special education students to be successful in class. Special education professionals will ensure that all accommodations and modifications are being met for all special education students in the general education classroom. All faculty are credentialed CLAD or equivalent employing SDAIE techniques and strategies as part of their instructional process.

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. Our draft Elect-to-Work Agreement that teachers will be required to sign is in Appendix W. In addition, a Commitment to the Plan for each design team member can be found in Attachment 4.*

The teaching team at AMA will be comprised of highly qualified academic educators and career technical education teachers. It is our hope and intention that the members of the pilot school Design Team, who are already involved in the teaching, implementation, and review of Carson Health and Medical Partnerships, will be recruited first.

Teachers will all possess a clear California teaching credentials and CLAD certification. An interest in health science and medical technology is needed and cooperative, communicative, collegial personalities will enable the staff to work together to achieve the mission and vision of the school. Among the best practices of teachers of AMA will be:

- Providing academic, social, and intellectual experiences that are tied to the health science and medical technology pathway
- Supervising students on campus and on field trips and work-based learning experiences and supporting their work-based learning, job shadowing, interning, and exploration of the full spectrum of health science and medical technology career options
- Creating a classroom environment that is physically, emotionally, and intellectually conducive for student learning and one with clear connections to other disciplines displayed
- Using data, essential questions, cultural events, and academic indicators to drive instruction
- Using assessments that reflect interdisciplinary and project based learning as well as assessments that gauge the needed discipline specific skills that contribute to the thematic unit under construction
- Skillfully implementing instruction that is differentiated to reach all students and incorporating feedback from parent and community stakeholder
- Motivating students to attend school every day and to be on time
- Working across disciplines to drive up scores in all subject areas, especially math.

Performance Reviews. *Describe the development, evaluation, and support process for teachers, administrators, and other certificated staff.*

The support and professional development of AMA will be individualized for each employee, whenever possible, and will be based on the specific needs and opportunities for growth or for improving practice identified in each teacher's performance reviews or requests. We will use rubrics and teacher surveys to evaluate each teacher's progress towards meeting objectives and satisfaction with their position at AMA. Examples of teacher performance will include student products, attendance at PD, staff meetings, supervision of students at school and on field trips, and trying out new skills in the classroom. Classroom observation rubrics will be completed for each teacher once a quarter and the administrator and teacher will review the observation within a week on the observation date. Goals for the teacher will be set and input will be teacher will be included on the post observation form.

Each teacher will keep personal performance goals and a copy of each classroom observation and goals for a binder. These plans will include education (attending classes and workshops), peer observation (watching someone else demonstrate a teaching skill) and experience (writing or demonstrating a proficiency or mastery level accomplishment).

Further, we will work with Local District 8 and Central Office to align professional development offerings to common needs spelled out in teacher personal objectives. Richard Elmore asserted that to improve student learning, you change the instructional practices of teachers.

Sharing a Campus

Explain how you will ensure all operations run smoothly on-site.

The Academy of Medical Arts at Carson High School will share the Carson High School Campus with the AMP It Up Academies at Carson High School, an internal Extended School Based Management Model team, and the Academy of Education and Empowerment pilot school team. In order to minimize the impact of three schools on one campus, AMA will not ring bells but will release students according to the bell schedule. Teachers will teach bell to bell and will not release students early from class and in some cases, will keep students or share students for a period with a teacher from their teacher team if a critical moment in a Lab is underway or a project is being completed. We hope to move beyond the Industrial Revolution era of schools and into a more work-based setting by eliminating the reliance on bells.

We envision the creation of the Coordinating Council comprised of administrators, student leaders, and teacher leaders from each school group sharing the campus. This group would meet on a monthly basis and would calendar use of the school's common areas: the Oral Arts Room, the Multi Purpose Room, the Library, the Parent Center, Physical Education areas, and the outdoor stage. This calendar would be managed by the office technician paid for by all three schools to maintain equality of access to the spaces and maintain clean and functioning rooms and equipment. In addition, school functions could include all groups and would be discussed at these meetings. This includes sporting events, formal dances and prom, and school-wide plays. The groups could share ideas on discipline and safety as well as setting a tone of respect for all teachers and staff on campus, visitors to the campus, and students regardless of which school one belongs to.

We would like to be "housed" in the "H" and "S" Buildings on the Carson Campus for several reasons, including easy access to an entry gate wherein our students enter on time in an orderly fashion or are met with an administrator, and because our one-year-old Health and Medical Partnership Learning Lab and most the teachers on our design team are already working in the "H Building" so this would minimize disruption to the campus. Equipment purchased with Perkins Funds for the CTE classes is currently housed in the H building and in the S buildings. We would like to share the computer equipment furnished by Perkins for our physiology and biotechnology classes as well as build a more permanent, functioning mini medical laboratory setting for students in ROP classes and when guest speakers bring their expertise to campus. Finally, we have enjoyed the use of Room F2 for five years. This former choir room is an excellent place for guest speakers and parent meetings and has storage for the Health Occupation Students of America materials that need to be kept secure. AMA will maintain the current Carson color scheme in order to mitigate potential disruptions or disagreements caused by belonging to a "certain group" or "certain school" as identified by colors or color schemes.

See Appendix M for Good Faith Shared Use Agreement that explain how the three separate schools will operate effectively on the Carson High School campus.

SECTION C: INTERNAL MANAGEMENT

Briefly highlight the areas in which autonomies are necessary for the implementation of your Instructional Plan and proposed budget development process.

The Academy of Medical Arts at Carson High School will be a place where student achievement is our number one priority, and student achievement will be attained through our blend of work-based learning and interesting and challenging interdisciplinary classes. We will strive to offer data-based instruction that achieves success for all students in English and Math abilities, prepares students for college and career by creating a safe, quality school, and budgeting for student achievement to meet the needs of our unique yet diverse students. AMA will use budget autonomy for three purposes. First, we will hire only the most highly qualified teachers. Second, we will expand resources to support students with internships/job shadowing, leadership organizations and to respond to remediation needs. Third, we will enhance professional development by bringing in specific training necessary for our health and medical academy teachers. The needs of the students will always come first. Because AMA students need to take transportation to local hospitals and health care facilities, we need flexibility in scheduling from a comprehensive high school due to the commitment to projects and work schedules for our students. We believe that in order to be successful as a pilot school, AMA needs only teachers and administrators who believe in the mission and vision of the school and who will work in accordance with the plan.

Waivers. *Identify what waivers from LAUSD Collective Bargaining Agreements are needed.*

Waivers Request forms for our school schedule and our elect to work/commitment to the plan for the 2012-2013 school year are included in [Appendix N](#).

Budget Development. *Outline your school's priorities from start-up through year three.*

We acknowledge that transparency is a key goal of budgeting and scheduling for student initiatives, at both the District and the school levels. Therefore, although we seek certain autonomies, we will expect our principal to engage our school community throughout the budget development process. We anticipate our school leaders to actively involve stakeholders, including parents, teachers, and leadership committees, in an analysis of student data trends and necessary interventions as well as a strategy for maximizing resources. We also agree that alignment of the budget, instructional goals, objectives and outcomes with the allocation of resources and intended student outcomes to the school's Single Plan for Student Achievement will be critical to the success of the process.

Budget Priority Item	Year One	Year Two	Year Three
Career Technical Education opportunities	Mini lab	Transportation	Student certifications
Hiring Autonomy	Interdisciplinary and pathway commitment	Increased health science and medical technology integration	Full CTE/ROP pathway
Assessments	Developing pathway specific assessments to complement mandated assessments	Interdisciplinary with content knowledge	CTE pre and post tests Interdisciplinary and project based
Math and Science Skills	More lab and manipulative-based	Increased math applications	Pathway honor levels, such as Medical Math
Community Projects and Involvement	Work within City	Work with community and business partners	Form projects to benefit greater community

Student Peer Health Advocacy Training	Peer training CPR/First Aid	Mental health and basic health screening knowledge	Students trained as counselors, peer advocates, CERT teams
E-books	Supplemental in cores	Supplemental in CTE	Wall to wall
Medical Simulations and Experiences	Biotechnology	Biotechnology and CTE/ROP classes	All science classes and math where applicable
Arts and Sciences	Period One infuses art and writing skills	Hands-on sciences and math blended with art	Integrate arts and sciences in all projects

Budget Narrative

Budgetary considerations will be centered on student work-based experience, continued academic achievement, and needs. Our goal is to graduate students prepared for higher education and workforce readiness. The process will begin with looking at our projected numbers of students and what classes they require. In addition, we will be able to assess staffing and scheduling needs, which will lead to hiring decisions. After making those decisions, we will address our school-wide responsibilities, such as paying our portion of essentials that provide for the enrichment, health, and safety of our students. The school library and college center are essential resources for our students' overall academic achievement and we expect to pay a portion of the costs of maintaining a library/computer center and college center. Finally, purchasing will be addressed, including technology, specialized texts, and for field trips to health-medical related destinations. Our program has pathway grants to supplement career readiness as well. Professional Development will require budget expenditures as well, which will be determined during the school implementation process. Feedback will be solicited from all stakeholder groups on a bi-annual basis, to assist with budget priorities.

Financial Controls

The governing board, which includes the Principal, will have responsibility for decisions regarding the oversight and maintenance of the budget. Financial projections will be based on the most conservative figures available, and spending approval will always be by consensus of the board. Part of the annual process will be for an outside auditor, whether it be through the district or privately contracted, to review expenditures and make recommendations.

Description	Quantity	Cost	Calculated Total
Principal	1	\$159,113	\$159,113
Counselor	1	\$86,544	\$86,544
Career Counselor	.5	\$86,544	\$43,272
Teachers	15	\$88,118	\$1,321,770
College Counselor	.20	\$86,544	\$17,308.80
Office Tech	.5	\$25,983	\$25,983
Instructional Materials Account		\$20,300	\$20,300
Nurses	.20	\$94,803	\$18,960.6
Custodians	.20	\$58,033	\$11,606.6
Plant Manager	.20	\$80,970	\$16,194
Micro Computer Tech	.20	\$53,000	\$10,600
Custodial Supplies	.20	\$16,515	\$3,303
Financial Manager	.20	\$92,859	\$18,571.8
School Administrative Assistant	.20	\$67,010	\$13,402
Librarian	.20	\$88,118	\$17,623.60
Building Grounds Workers	.20	\$55,729	\$11,145.80
Differentials/Longevity (Sal)		\$30,731	\$30,731
Pay Scale Level Advance	15	\$2,817	\$42,255

Psychologist	.20	\$99,148	\$19,829.60
Substitute Cert. (Day to Day)	120 days	\$39,480	\$39,480
Teacher Activity Differential	2	\$1,443	\$2886
Campus Aide	1	\$46,367	\$46,367
			\$1,988,148.20

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SECTION D: OPERATIONAL MANAGEMENT

As this section is for charter school applicants and network partners only, it is not applicable to the Academy of Medical Arts at Carson High School pilot school.