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FINAL LETTER OF INTENT

The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION	
Name of Applicant Team *(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):* **Jane T. Berman, Ed. D.**	
Address: **Local District 5** **2151 North Soto Street, Los Angeles, California 90032**	**Phone Number:** **(323) 224-3350**
Website *(if applicable)* **localdistrict5.org**	**Email Address:** **jane.berman@lausd.net**
School site for which your team is submitting a Letter of Intent:	**East LA Star (Hilda L. Solis Learning Academy)**
Grade configuration of your school:	**9th – 12th**
School model for which you are applying:	☐ **Traditional** ☒ **Pilot** ☐ **ESBMM** ☐ **Network Partner** ☐ **Affiliated Charter** ☐ **Independent Charter**
Please respond: 1. Are you planning to operate more than one school on the campus? 2. If yes, how many schools are you proposing to operate? 3. If yes, will they all operate under separate CDS codes?	**1. no** **2. NA** **3. NA**
School calendar-- please provide the following dates: 1. First and last date of instruction? 2. Winter recess dates 3. Spring recess dates	**1. August 14, 2012 and June 4, 2013** **2. December 17, 2012-January 6, 2013** **3. March 25, 2013-March 29, 2013**

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. Jane T. Berman	Jane T. Berman	(323)224-3350	jane.berman@lausd.net	Local District 5
2. Jesus Angulo		(323)224-3173	jangulo@lausd.net	Local District 5
3. Jose J. Gonzalez		(562)522-0086	jgonzalez@apxmgmnt.com	Latino Leadership Roundtable

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Printed Name	Signature	Phone	Email address	School/Affiliation
4. Roberta Ramont	Roberta Ramont EdD, RN	(714)878-2212	rramont@juno.com	Health Occupations Students of America
5. Jonathan Gabriola	Jonathan Gabriola			Esteban Torres HS student
6. Juan Perez	J. Perez	(310)882-8917	jlp8879@lausd.net	Santee HS teacher
7. Darlene Torres	Darlene Torres	(626)230-8556	darlene.torres@lausd.net	El Sereno MS teacher
8. John Santillan	John A. Santillan	(323)455-3675	jsantillan@apxmgmnt.com	APX Management Corporation
9. Armando Yepes MEY	[illegible]		ajyepes@elac.edu	Latino Business Alliance Inland Empire
10. Grace Gonzalez	Grace Gonzalez	(323)263-4462	grace@velaela.org	Volunteers of East Los Angeles
11. Josie Cervantes	Josie Cervantes	(323)263-4462	josie@velaela.org	Volunteers of East Los Angeles
12. Juan Gonzalez	Juan Gonzalez	(323)455-3675	Jgonzalez1@apxmgmnt.com	ADELSA
13. Randy Doten	Randy Doten	(323)585-2222	rdoten@crescentcollege.org	Crescent College
14. Rolando Castillo	R. Castillo	(619)477-6310	rcastillo@usuniversity.edu	United States University
15. Maria Yepes MEY	[illegible]	(323)265-8762	yepesme@elac.edu	East Los Angeles College

Appendix B

ASSURANCES FORM

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

☐ Traditional ☑ Pilot ☐ Network Partner ☐ ESBMM

☐ Independent Charter ☐ Affiliated Charter

Name of School **Hilda L. Solis Learning Academy** Name of Applicant Group/Applicant Team **Local District 5**

Lead Applicant Jane Berman Title of Lead Applicant Mathematics Coordinator K-12, Local District 5

Mailing Address 2151 North Soto Street, Los Angeles, California 90032

Phone Number (323) 224-3350 Fax Number (323) 224-3184

Email Address jane.berman@lausd.net Website (if available) localdistrict5.org

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

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

   Please check one of the following statements:.

   ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.

   ☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity. *Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

   ☑ The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).

   While the Applicant Team has members that are affiliated with non-profits, the school will be governed by LAUSD and Local District 5 and members of this Team will act in an advisory capacity ONLY. Please see Section B-6 School Governance and Oversight for further details.

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

2. **Assurance of Enrollment Composition Compliance**

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

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

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

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

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

Name of Lead Applicant Jane Berman Title of Lead Applicant Mathematics Coordinator K-12, Local District 5

Signature of Lead Applicant Jane Berman Date 11/18/2011

Name of Board President* ___

Signature of Board President* _____ Date _____

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

LOS ANGELES UNIFIED SCHOOL DISTRICT

Public School Choice Resolution 3.0

Applicant History Data Summary Sheet

NAME OF PSC SCHOOL: Hilda L. Solis Learning Academy

	Demographic								Performance																				
	Size	Ethnicity				Other Groups			API		CST Proficiency														Others				
	2011-12 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2011	Change from 2010	% Proficient Math 2011	Change from 2010	SWD % Basic and Above ELA 2011 (CST)	SWD % Basic and Above Math 2011 (CST)	EL % Proficient ELA 2011	EL % Proficient Math 2011	FRPL % Proficient ELA 2011	FRPL % Proficient Math 2011	Latino % Proficient ELA 2011	Latino % Proficient Math 2011	African-American % Proficient ELA 2011	African-American % Proficient Math 2011	Reclassification Rate 2009-10	Reclassification Rate 2010-11	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years 2009-2010
Local District 5																													
Local District 5		2	90	5	2	86	24	9		#	33	5	12	2	5	1	3	2	33	12	31	9	26	6	10.9	9.4	20.7	31.5	62
All High Schools enrollment= 15,439 *(includes 7 high schools: Jefferson, Wilson, Garfield, Lincoln, New Tech, Bravo, Ortho)*																													
Garfield High School enrollment= 2533		0.2	99	0.2	0.3	79	22	10	707	##	39	7	23	14	44	31	3	2	39	23	39	23	*	*	9	12	21.7		62
Esteban Torres High Schools																													
East LA Performing Arts	1	1	98	1	0.3	83	29	11	580	*	22	*	3	*	33	8	22	0	32	3	22	3	*	*	*	*	*	*	*
Torres Engineereing &Technology	2	0.4	99	0	0.2	88	30	11	583	*	25	*	7	*	33	6	1	3	25	6	25	7	*	*	*	*	*	*	*
Torres Humanitas, Arts & Technology	3	0	98	0	1	88	29	9	550	*	24	*	3	*	10	3	1	0	25	3	24	4	*	*	*	*	*	*	*
Torres Renaissance Academy	4	0	99	0	0	85	26	11	641	*	33	*	6	*	25	17	3	1	34	6	33	6	*	*	*	*	*	*	*
Torres Social Justice & Leadership	5	0	99	0	0	92	16	12	553	*	19	*	1	*	60	0	2	0	19	1	19	1	*	*	*	*	*	*	*
Wilson High School enrollment=2081		1	93	4	1	81	19	12	637	79	28	2	8	1	17	4	4	3	29	8	27	9	20	0	12.9	10.3	21.4	59.4	78
Belvedere Middle School enrollment=1529		0	99	0	0	81	24	14	700	86	37	7	31	3	57.7	31.5	1	7	37	31	37	31	0	0	12.5	7.4	*	*	*
El Sereno Middle School enrollment=1451		1	92	5	0	100	15	13	684	77	37	4	30	3	20	24	1	4	37	30	34	27	42	42	12.8	14.8	*	*	*
Griffith Middle School enrollment=1439		0	99	0	0	100	19	12	694	89	39	3	28	-2	42	34	4	4	39	28	39	28	*	*	17.8	8	*	*	*
Stevenson Middle School enrollment=1956		0	99	0	0	100	27	12	644	41	26	1	22	-4	14	15	1	3	26	22	26	22	*	*	9.4	9.4	*	*	*

Torres' enrollment
1 525
2 489
3 520
4 485
5 504

= total net gain over 5 years is 346 points.
= 110 points
* = no data available

PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY
FOR: HILDA L. SOLIS LEARNING ACADEMY
PROPOSED BY: LOCAL DISTRICT 5
FOR: EAST LOS ANGELES STAR ACADEMY HIGH SCHOOL

Mission & Vision of the School

Vision: Hilda L. Solis Learning Academy will provide students a rigorous in-depth study of medicine, healthcare and technology while preparing college-ready graduates for success in STEM coursework and careers. Graduates will be technologically literate, possess a broad base of knowledge, superior collaborative skills and be inspired to innovate and lead in careers providing healthcare to the East Los Angeles community in the 21st century.

Mission: Our mission is to implement the Common Core standards in math and English language arts, use community resources and interdisciplinary, inquiry-based instruction to produce graduates who have met all A-G requirements, are critical thinkers, exceptional writers and possess the habits of mind of a successful individual.

Designing Data Driven & Student Centered Instructional Programs

The two most important instructional strategies that will increase student achievement at Hilda Solis Learning Academy are 1) increase instructional time in English Language Arts and mathematics to 90 minutes a day and 2) alignment of instruction to the Common Core Standards in those courses. The Garfield data shows that increasing time for English Language Arts and math instruction results in higher scores; and, by aligning instruction to the newly-adopted Common Core Standards, students will be working on internationally-benchmarked, college-preparatory standards using the most-recently published texts and curriculum. Common Core-aligned instructional guides for all English and mathematics classes have been completed and texts selected are all the most-recently published Common Core-aligned.

The overarching framework for designing data-driven instruction is a multi-tiered approach known as Response to Instruction and Intervention (RtI^2). Teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards. This level of personalization is achieved by utilizing assessment data collected in previous years as well as diagnostic testing upon arrival at Hilda L. Solis Learning Academy. This data is used to identify learning strengths and gaps, and speech and language fluency for each student in order to provide a personal learning plan that supports learning and achievement of college-ready status upon graduation. All students should and will have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio-economic status, ethnicity, background, or disabilities.

Data from Garfield, Wilson and Esteban Torres high schools indicate the following:

- Approximately 20% of the student population is English Learners (EL). Only about 28% of those students are proficient on the CST for English Language Arts. In order to support all students to achieve proficiency in English Language Arts, we will have high expectations for all students, provide additional learning time in school by adopting a modified 2x8 schedule that reflects an emphasis on core academic courses, and differentiation through technology.
- Students With Disabilities (SWD) make up approximately 10% of the student population. Of those SWDs, only 11.8% score proficient or above in English Language Arts and 13.0% in mathematics, and over 50% score far below basic and below basic. In order to support all students, we will provide personalized and differentiated classrooms enhancing the adult-student relationships through advocacy and mentorship, and provide afterschool and Saturday tutoring for those students at risk of not meeting the standards.
- Approximately 87% of the student population is socio-economically disadvantaged. Overall, less than 50% of all students are proficient in both English Language Arts and mathematics. Therefore, in all classrooms, Common Core and state standards will be used to set goals, develop course outlines and create common benchmark assessments and interdisciplinary projects. Teacher collaboration time will be focused on refining and revising curriculum, developing assessments and projects and engaging in the problem-solving process.

Student-centered instruction includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking, involving students in simulations and role-plays, using self-paced and/or cooperative (team-based) learning, and integrating technology through interdisciplinary projects. All students will participate in student-centered instruction at Hilda L. Solis Learning Academy preparing them for careers in healthcare and supporting the teaching and learning of the STEM curriculum along with a high degree of proficiency with informational and collaborative technologies. The design for the instructional program is informed by findings from a study of the ten "best practices" of high schools in California (National Center for Educational Accountability (2006). Just for the Kids – California High School Best Practice Study, 2004-2005. Sacramento, CA.)

Instructional Program

Hilda L. Solis Learning Academy is committed to preparing students for success in the 21st century by having students:

1. Demonstrate proficiency of the Common Core Standards in English Language Arts and mathematics.
2. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks in the healthcare industry.
2. Work independently and collaboratively to solve problems and accomplish goals.
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
5. Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior in all areas of their lives, with specific attention to situations that arise in healthcare.

In order to accomplish this, we embrace the following principles: 1) consistent high expectations for all students; and 2) personalized learning for each student in a safe environment. We believe that student learning occurs best when students spend most of their time on cognitively complex and rigorous learning activities. The level of intellectual challenge entails the use of higher order thinking, while focusing on appropriate standards-based content, and supporting contextual relevance to (healthcare) settings beyond the immediate activity. Students' experiences outside of the learning setting will be brought into instruction in positive ways and they are able to connect these experiences to the content. Students' learning environments will be rich and stimulating with well-established and efficient routines, ample technology, and evidence of student work. Students will interact in a culture of safety and collaboration, able to offer and receive critical feedback fostering the belief that all students are capable of mastering the learning at hand. Students will engage as partners in high-quality dialogue challenging one another to justify their assertions and probing for evidence. Opportunities for all students (ELs, SELs, SEDs, SWDs and GATEs) to engage in such discourse will facilitate oral language development. Students will clearly understand a learning goal and assessment criteria. Teachers will monitor the progress of students and provide personalized feedback to inform the improvement of their work.

Hilda L. Solis Learning Academy will serve the following student subgroups in the following ways:

Socio-economically disadvantaged students: 87% of the student population at Hilda L. Solis Learning Academy will fall into the category of socio-economically disadvantaged. School-wide supports for these students will be based on the beliefs that all students can and will succeed at our school because we are providing rigorous, relevant, coherent and personalized program of instruction. Specifically, all students in grades 9-11 will receive 90 minutes of English Language Arts and mathematics instruction daily, regardless of their level of proficiency. Additional time in literacy and numeracy will support them in becoming career- and college-ready, regardless of the post-high school path they choose. Further, students will have no more than four teachers for their academic classes. This will enable students to focus attention on meaningful learning and develop deeper relationships with their teachers.

Students with Disabilities / Special Needs students: Differentiation for students with disabilities and/or special needs might involve shifting the level of content, or process by which the students interact with the content, or the format of the evaluation of students' learning. Depending upon a student's strengths, the student may fall into any one of the three categories. For example, a student may excel in history, as it is an area of great interest to the

student. The student may have acquired a wealth of information and background knowledge. Perhaps the student has spent large amounts of time watching programs such as the history channel, has vacationed in historical places and perhaps spends a great deal of time researching history in his spare time. This student may pass a history pretest with flying colors. This student has become an expert on the subject. In the area of content, the student easily falls into the gifted area. On the other hand, a student with cognitive disabilities conceivably will be in the challenges area, as the student takes longer to master the subject, needs lots of reinforcement and may need modifications to meet the minimum content requirements. The student with cognitive delays may not even understand the concept of history, as it is a very abstract concept, and this student is continually working in the "here and now" to master what needs to be learned to live independently. History simply is not a subject this student may need. The student may work on parallel subjects, or the purpose of participation in the group may be to work on the student's social skills. The majority of students with learning disabilities will fall into the average range. Students with learning disabilities usually have average to above average intelligence, so the majority of students will be able to master the unit content but may need some accommodations such as material on tape, a person to help with the writing components, etc. The accommodations do not change the outcome of students' learning; accommodations only offer the students alternative ways to reach the outcome.

Gifted students: Gifted learners must be given stimulating educational experiences appropriate to their level of ability if they are to realize their potential. These students have the right to learn and to be provided challenges for learning at the most appropriate level where growth proceeds most effectively. At Hilda L. Solis Learning Academy we will personalize the learning experience for gifted students by increasing the depth and complexity adding layers to curriculum that immediately increases rigor and student engagement. These strategies provide flexible teaching methods that allow teachers to make conscious modifications to apply deeper level thinking.

English Language Learners / Standard English Learners: The faculty at Hilda L. Solis Learning Academy is committed to supporting ELs and SELs by designing instruction that includes the following strategies:

- **Cooperative and Communal Learning Environments**: are supportive and motivating environments that promote language acquisition by providing comprehensible input in developmentally appropriate ways. Working collaboratively in small groups with individually assigned roles to achieve an instructional goal, students learn faster and more efficiently, increase time on task, have greater retention, and feel more positive about the learning experience.
- **Instructional Conversations:** discussion-based lessons carried out with more competent others that help students arrive at a deeper understanding of academic content. ICs develop critical thinking, language, and linguistics by making connections between academic content, students' prior knowledge, and cultural experiences.
- **Academic Language Development:** teaches academic English by connecting it to the conceptual knowledge and vocabulary that students bring from their home and community environments. ALD promotes increased ability in students to communicate their ideas orally and in writing using academic English.
- **Advanced Graphic Organizers:** visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking. Their effective use promotes active learning that helps students construct knowledge, organize thinking, and visualize abstract concepts.

School Culture

Hilda L. Solis Learning Academy will provide a sound educational program for all students through its rigorous college-preparatory curriculum, its culture of high expectations for all students, the highly qualified administrators and teachers in a personalized and safe learning environment while partnering with parents and community in meaningful ways. Further a school-wide culture of respect, collaboration, inclusion and shared responsibility for making a contribution to the community will underlie all interactions. The school-wide focus of preparing students for careers in healthcare drive the elective course offerings the master schedule, the interdisciplinary learning opportunities, the student cubs and activities, and internship opportunities.

During a typical day, students attend four classes and a 20-minute Advisory period, They are actively engaged in student-centered learning activities utilizing their ipads for accessing course texts, interacting with web-based learning tools, maintaining their electronic portfolio, and researching healthcare issues. During math, students work collaboratively on a project using Geometers' Sketchpad to prove a conjecture. In English students construct arguments for an essay about the social issues that occur in a population that is medically underserved. There is

an investigation on the human circulatory system happening in science. During P.E. some students utilize the aerobic room, while others play volleyball in the gym. The 20-minute Advisory period allows for students to engage with a program called Ripple Effects, a computerized training intervention to build personal strengths, change behavior and address personal problems. Students feel important and part of a "school" family. Parents and visitors feel welcome and respected for their contribution to the school.

Extracurricular activities available for students include:

- Clubs and organizations: Healthcare Occupations Student Association, Los Angeles County Bar Association Peer Mediator Program, Mathematics, Engineering and Science Achievement (MESA), Chicanos for Creative Medicine (CCM), Academic Decathlon, Students Run LA (SRLA) and more
- Charles Drew University Saturday Science Academy
- Student Body Leadership

Parent Engagement & Involvement

We believe that public schools serve as fundamental centers of community and that family and community engagement is an essential component for student success. Hilda L. Solis Learning Academy commits to building engagement capacity through effective communication with home and community, supporting parenting, encouraging volunteerism, supporting at-home learning, involving parents and community in decision-making and advocacy. These strategies will be utilized to meaningfully engage parents and guardians in the academic achievement of their students:

- Parent /Community Center located across from the front desk in the main office
- A formal written Family and Community Engagement Plan will be developed
- Quarterly parent meetings to invite on-going dialogue about student progress, budgets, and programs
- Student-centered evenings including Back-to-School night and Open House
- Parent Institute for Quality Education (PIQE) nine-week institute for parents
- Guest speakers who are practicing healthcare professionals in the community to provide guidance towards success in a healthcare career pathway

Staffing

To fulfill the mission of Hilda L. Solis Learning Academy, all teacher applicants interviewed will be scored on a variety of characteristics, not just on the basis of number of years in the classroom. Key among these will be their enthusiasm, willingness to be a part of a real learning community and unfailing commitment to:

- Developing and delivering student-centered standards-based instruction in a variety of learning modalities
- Integrating technology into the instructional program
- Implementing project-based learning
- Working collaboratively with colleagues to analyze data and student work, and take the necessary steps to modify instruction accordingly
- Developing interdisciplinary lessons for each grade level to connect classroom learning to real life situations that occur in healthcare careers
- Professional and/or teaching experience in healthcare careers
- Teaching EL and SEL students with sensitivity to learning styles and language development needs
- Planning for instruction that is culturally responsive and relevant
- Meeting the needs of students with disabilities
- Creating positive parent-teacher interactions
- Fulfilling more than one responsibility (e.g. club sponsor, SSC representative, coach, parent / community partner coordinator, etc.)
- Providing students a meaningful caring adult in the capacity of an Advisor

Applicant Team Contact Information

Jane Berman Ed.D.
(213) 763-3039
jane.berman@lausd.net

RESUMEN INFORMATIVO PARA DEL PLAN ESCOLAR PSC 3.0

PARA: HILDA L. SOLIS LEARNING ACADEMY
PROPUESTO POR: DISTRITO LOCAL 5
PARA: EAST LOS ANGELES STAR ACADEMY HIGH SCHOOL

Misión y Visión de la Escuela

Visión: La academia de aprendizaje Hilda L. Solis les proporcionará a los alumnos estudios a profundidad sobre medicina, cuidado de la salud y tecnología al preparar a los graduados para el éxito en proyectos y carreras de STEM. Los graduados tendrán conocimientos tecnológicos, una amplia gama de conocimientos, destrezas para la colaboración e inspiración para innovar y liderar en carreras a fin de proporcionar cuidado de la salud a la comunidad del Este de Los Angeles en el siglo 21.

Misión: Nuestra misión consiste en poner en práctica los estándares principales comunes de matemáticas y artes del lenguaje en inglés, utilizar recursos de la comunidad e instrucción interdisciplinaria y basada en investigaciones para formar graduados que hayan logrado los requisitos de la A a la G, sean pensadores analíticos, redactores excepcionales y con hábitos e ideas propios de un individuo exitoso.

Diseño de Programas basado en Datos y Centrados en el Alumno

Las dos estrategias educacionales más importantes que aumentarán el logro estudiantil y aprendizaje en Hilda Solis Learning Academy seran: 1) Aumentar el tiempo de la instrucción de artes del lenguaje en inglés y matemáticas a 90- minutos al día y 2) La alineación de instrucción a los estándares principales comunes en aquellos cursos. Los datos de Garfield muestran que el aumento del tiempo para artes del lenguaje en inglés e instrucción de matemáticas, causa tanteos más altos, y, alineando la instrucción a los estándares principales comunes recién adoptados, los estudiantes trabajarán en estándares internacionalmente evaluados, y se preparan para el colegio usando los textos más recientemente publicados para el plan de estudios. Las guías educacionales han sido alineadas y completadas a favor del plan comun para todas los clases de ingles y matemáticas y todo los textos seleccionados son los más recientemente publicados y alineadoa tambien a favor del plan comun.

El esquema conceptual de relieve para el diseño de instrucción basada en datos es un enfoque de varios niveles conocido como Respuesta a Intervención (RtI2). Los maestros proporcionarán instrucción en cada nivel, que sea diferenciada, culturalmente receptiva, basada en evidencia y que se ciña a normas de contenido por grado escolar. Este nivel de personalización se logra al utilizar datos de evaluaciones reunidos en años anteriores así como evaluaciones diagnósticas al ingresar a la Academia de Aprendizaje Hilda L. Solis. Estos datos se usan para identificar puntos de mayor dominio y deficiencias, así como fluidez al hablar para cada alumno a fin de proporcionar un plan didáctico que sustente el aprendizaje y preparación para la universidad al graduarse. Todos los alumnos deberán tener acceso universal a esta instrucción de calidad. El acceso universal se refiere al derecho de todos los alumnos a tener oportunidades equitativas y acceso a instrucción de calidad y de alto nivel, apoyo conductual, pese al estado socioeconómico, etnia, linaje o discapacidad.

Los datos de las preparatorias Garfield, Wilson y Esteban Torres indican lo siguiente:

- Aproximadamente 20% de la población de alumnos está aprendiendo inglés (EL). Sólo 28% de esos alumnos están en niveles de competencia en el CST de lengua y literatura en inglés. Para ayudar a que todos los alumnos logren dominio en lengua y literatura en inglés, tendremos altas expectativas para todos los alumnos, proporcionaremos tiempo de aprendizaje adicional en la escuela al adoptar un horario modificado de 2x8, y diferenciación mediante la tecnología.
- Los alumnos con discapacidades (SWD, por sus siglas en inglés) constituyen aproximadamente 10% de la población estudiantil. De dichos SWDs, sólo 11.8% ha obtenido competente o superior en lengua y literatura en inglés, y 13.0% en matemáticas y más de 50% obtuvo considerablemente inferior al básico e inferior al básico. A fin de apoyar a todos los alumnos, proporcionaremos apoyo personalizado y salones diferenciales realzando relaciones entre adulto-alumno mediante representación y defensa, mentores, y proporcionando tutoría después del horario regular de clase y los sábados para los alumnos en nivel de riesgo de no lograr las normas.
- Aproximadamente 87% de la población de alumnos está en niveles de desventaja socioeconómica. En general, más del 50% de estos alumnos son competentes tanto en inglés, lengua, literatura y matemáticas. Por lo tanto, en todos los salones, las normas estatales se usarán para fijar metas, crear esquemas de curso y evaluaciones generales por parámetros así como proyectos interdisciplinarios. El tiempo de colaboración con el maestro se centrará en refinar y actualizar el plan de estudios, crear evaluaciones y proyectos y participar en el proceso de resolución de problemas.

La enseñanza centrada en los alumnos incluye técnicas tales como sustitución de experiencias de aprendizaje activo en lugar de ponencia, asignar problemas cuya respuesta puede variar y usar problemas que requieran destrezas analíticas y de

pensamiento creativo; acer que los alumnos participen en simulacros y desempeñen papeles hipotéticos, apliquen aprendizaje dentro de su propio ritmo o mediante cooperación (en equipo) e integren tecnología mediante proyectos interdisciplinarios. En la Academia de Aprendizaje Hilda L. Solis, todos los alumnos participarán en instrucción centrada en los alumnos, lo cual los preparará para carreras en el cuidado a la salud y apoyo a la enseñanza y aprendizaje del plan de estudios STEM junto con un alto grado de dominio en tecnologías de información y colaboración. El diseño del programa de instrucción se ha creado con base en el estudio de las diez "mejores prácticas" de las preparatorias en California (Centro Nacional para la Rendición de Cuentas -2006). Programas: Just for the Kids – California High School Best Practice Study, 2004-2005. Sacramento, CA.)

Programa de Instrucción

La Academia de Aprendizaje Hilda L. Solis se ha dado a la tarea de preparar a los alumnos para el éxito en el siglo 21 al exigir que los alumnos:

1. Utilicen herramientas digitales y del mundo real u otras herramientas de investigación para lograr acceso, evaluar y aplicar eficazmente la información apta para proyectos auténticos en la industria del cuidado a la salud.
2. Trabajen independientemente y colaborando para resolver problemas y lograr metas.
3. Comuniquen información clara y eficazmente usando una variedad de herramientas/medios en contextos variados para una variedad de propósitos.
4. Demuestren innovación, flexibilidad y adaptación, así como patrones de pensamiento, hábitos de estudio y condiciones de trabajo y aprendizaje.
5. Apliquen eficazmente el análisis, síntesis, y procesos de evaluación que permitan la resolución productiva de problemas.
6. Valoren y demuestren responsabilidad personal, integración, entendimiento cultural y conducta ética en todas las áreas de sus vidas, con atención específica a situaciones que surjan en el cuidado a la salud.

A fin de lograr esto, acogemos los siguientes principios. 1) Altas expectativas constantemente para todos los alumnos y 2) entorno de aprendizaje personalizado para cada alumno en un entorno seguro. Creemos en que el aprendizaje estudiantil ocurre a mayor grado cuando los alumnos dedican casi todo su tiempo a las actividades de aprendizaje cognitivamente complejas y exigentes. El nivel de desafío intelectual abarca el uso de destrezas de análisis profundo, centrándose en un contenido apropiado basado en normas, y apoyando relevancia contextual del cuidado a la salud más allá de la actividad inmediata. Las experiencias de los alumnos fuera del entorno de aprendizaje se aplicarán a la enseñanza de manera positiva y estas experiencias podrán conectarse al contenido. Los entornos de aprendizaje de los alumnos serán de enriquecimiento y estímulo con rutinas bien establecidas y eficaces, amplia tecnología y verificación del trabajo estudiantil. Los alumnos interactuarán en una cultura de seguridad y colaboración, y podrán ofrecer y recibir observaciones y sugerencias que fomenten el dominio del aprendizaje para todos los alumnos. Los alumnos participarán como colaboradores en un diálogo de calidad en el que se cuestionen entre sí para justificar sus aseveraciones y encontrar pruebas. Oportunidades para que todos los alumnos (EL, SEL, SED, SWD y GATE) participen en diálogo que facilite el desarrollo del lenguaje oral. Los alumnos entenderán claramente una meta de aprendizaje y criterios de evaluación. Los maestros darán seguimiento al avance de los alumnos y proporcionarán información personalizada para generar mejoras en su aprendizaje.

La Academia de Aprendizaje Hilda L. Solis brindará servicio a los siguientes subgrupos de alumnos, de las siguientes maneras:

Alumnos en desventaja socioeconómica: 87% de la población estudiantil en la Academia de Aprendizaje Hilda L. Solis encuadrará dentro de la categoría de desventaja socioeconómica. Las medidas de apoyo global para estos alumnos se basarán en la creencia de que todos los alumnos pueden y tendrán éxito en la escuela porque estamos proponiendo un programa de enseñanza riguroso, pertinente, coherente y personalizado. Específicamente todos los alumnos de los grados 9º a 11º recibirán 90 minutos de enseñanza diaria en lengua y literatura en inglés y matemáticas, pese a su nivel de competencia. Se dará tiempo adicional en lectoescritura y habilidad numérica para sustentar a los alumnos en su trayectoria hacia la preparación universitaria y profesional, pese a su selección posterior a la preparatoria. Además, los alumnos tendrán un máximo de cuatro maestros a cargo de sus clases académicas. Esto permitirá que los alumnos centren su atención en el aprendizaje significativo y que desarrollen relaciones significativas con sus maestros.

Alumnos con Discapacidades / Alumnos con Necesidades Especiales: La diferenciación para los alumnos con discapacidades y/o necesidades especiales posiblemente abarque un cambio en el nivel de contenido o proceso por el cual interactúan los alumnos con el contenido o formato de la evaluación del aprendizaje de los alumnos. Dependiendo de los puntos de mayor dominio de los alumnos, los alumnos podrían encuadrar dentro de una de tres categorías. Por ejemplo, un alumno podría destacar en historia, ya que es un aspecto de gran interés para el alumno. Dicho alumno podría adquirir una amplia gama de información y conocimiento de fondo. Posiblemente haya dedicado una gran cantidad de tiempo a ver programas en el canal *History*™, ha vacacionado en sitios de importancia histórica y posiblemente dedica mucho tiempo al estudio de la historia en su tiempo libre. Este alumno posiblemente apruebe un examen preliminar de historia con calificaciones estelares, y se ha vuelto un experto en la materia. En materia de contenido, el alumno fácilmente encuadra dentro de la clasificación de dotado. Por otra parte, un alumno con discapacidades cognitivas concebiblemente estará en la

zona de dificultades, ya que le requeriría más tiempo adquirir dominio del tema, y posiblemente mucho refuerzo y modificaciones para lograr los requisitos mínimos de contenido. El alumno con demoras cognitivas posiblemente no entienda los conceptos de historia, ya que es un concepto muy abstracto y el alumno trabajará continuamente en el "aquí y ahora" para obtener dominio de lo que se debe aprender para vivir de forma independiente. La historia simplemente no es una materia que este alumno pueda necesitar. El alumno puede trabajar con materias paralelas, o el propósito de la participación en este grupo podría consistir en trabajar en las destrezas sociales de este alumno. La mayoría de los alumnos con discapacidades en el aprendizaje encuadrarán dentro del nivel promedio. Los alumnos con discapacidad en el aprendizaje por lo general tienen un nivel de inteligencia entre el promedio y el superior al promedio, así que la mayoría de los alumnos podrán tener habilidad con el contenido de las unidades pero también requiera ciertas adaptaciones como material en cintas, una persona que ayude con los componentes de escritura, etc. Las adaptaciones no cambian el resultado del aprendizaje del alumno, sino que ofrecen alternativas para que los niños alcancen los objetivos.

Alumnos dotados: Los alumnos dotados deberán ser expuestos a experiencias educativas de estímulo, aptas para su nivel de habilidad a fin de lograr su potencial. Estos alumnos tienen derecho a aprender y a que se les planteen dificultades para aprender dentro de los niveles más apropiados en los que el crecimiento proceda más eficazmente. En la Academia de Aprendizaje Hilda L. Solis personalizamos la experiencia de aprendizaje para alumnos dotados, al aumentar la profundidad y complejidad y añadir niveles al plan de estudios que inmediatamente aumenten la auténtica participación estudiantil. Estas estrategias proporcionan métodos de enseñanza flexibles que permitan que los maestros hagan modificaciones conscientes para aplicar el análisis a mayor profundidad.

Alumnos del Idioma Inglés / Alumnos de Inglés Estándar: El profesorado de la Academia de Aprendizaje Hilda L. Solis se ha dado a la tarea de apoyar a los alumnos EL y SEL al diseñar instrucción que incluya las siguientes estrategias:

- **Entornos de Aprendizaje Grupal y mediante Colaboración**: entornos de apoyo y motivación que impulsan el aprendizaje del idioma al proporcionar aportaciones integrales de manera apropiadas para el desarrollo. Al trabajar colaborando en grupos pequeños con papeles que se asignen para lograr metas de instrucción, los alumnos aprenden más rápido y más eficazmente, aumentan su lapso de concentración, su capacidad para la retención y tienen una perspectiva más positiva sobre sus experiencias de aprendizaje.
- **Conversaciones para la Instrucción:** Lecciones basadas en discusiones que se lleven a cabo con compañeros más competentes que ayuden a los alumnos a entender el contenido académico a mayor profundidad. Las IC dan forma al pensamiento analítico, lenguaje y lingüística al formar conexiones entre el contenido académico, conocimiento preliminar del alumno y experiencias culturales.
- **Aprendizaje Progresivo del Inglés** Imparte inglés académico al conectarlo con conocimiento conceptual y vocabulario que los alumnos aportan de sus entornos: familiar y comunitario. ADL impulsa a una habilidad ampliada de los alumnos para expresar sus ideas oralmente y por escrito usando inglés académico.
- **Gráficas Avanzadas para Organizar datos:** Herramientas visuales y representaciones de información que muestran la estructura de conceptos y las relaciones entre ideas para sustentar el pensamiento analítico. Su uso eficaz impulsa al aprendizaje activo y ayuda a forjar conocimiento, organizar el pensamiento y visualizar conceptos abstractos.

Ambiente Escolar

La Academia de Aprendizaje Hilda L. Solis proporcionará un programa educativo sólido para todos los alumnos mediante su plan de estudios de preparación universitaria, cultura de altas expectativas para todos los alumnos, administradores y maestros altamente preparados, atención de manera personalizada y entorno de aprendizaje seguro al trabajar con los padres y comunidad de manera significativa. Además, una cultura general de respeto, colaboración, inclusión y responsabilidad compartida para contribuir con la comunidad subyacen todas las interacciones. El enfoque global de preparar a los alumnos para carreras en el ámbito de la salud dirigen los cursos que se ofrecen, el horario maestro, las oportunidades de aprendizaje interdisciplinario, los clubes y actividades estudiantiles, y las oportunidades para las pasantías.

Durante un día típico, los alumnos asisten a cuatro clases y un periodo asesor de 20 minutos, participan activamente en actividades de aprendizaje centradas en el alumno, usando sus iPads para tener acceso a los textos de los cursos, interactuar con herramientas didácticas en línea, mantener un portafolio virtual, e investigar asuntos de cuidado a la salud. Durante matemáticas, los alumnos trabajan en colaboración con un proyecto usando el cuaderno electrónico titulado *Geometers´ Sketchpad*. En Inglés, los alumnos plantean argumentos para un ensayo sobre asuntos sociales que se presentan en poblaciones cuyas cuestiones de salud no se hayan atendido. En ciencias se está investigando el sistema circulatorio humano. Durante las clases de educación física, los alumnos utilizan el salón de ejercicios aeróbicos, mientras los demás juegan en el gimnasio de voleibol. El periodo asesor de 20 minutos permite que los alumnos participen en un programa titulado Ripple Effects de intervención computarizada para forjar destrezas personales, cambiar conductas y abordar problemas personales. Los alumnos se sienten importantes y parte de la familia "escolar." Los padres y personas que visitan se sienten bienvenidos y respetados por sus contribuciones a la escuela.

Las actividades extracurriculares disponibles para los alumnos incluyen:

- Clubes y organizaciones: Asociación de Vocaciones para el Cuidado de la Salud, Programa de Mediación entre

Colegas de la Asociación Gremial del Condado de Los Angeles, Aprovechamiento en Matemáticas, Ingeniería y Ciencias (MESA), Chicanos para Medicina Creativa (CMM), Decatlón Académico , Alumnos Corredores de L.A. (SRLA) y más.

- Academia de Ciencias de la Universidad Charles Drew
- Liderazgo del Estudiantado

Aportación y Participación de los Padres

Creemos que las escuelas públicas son los centros fundamentales de la comunidad y que la familia y la comunidad son un componente esencial de el éxito estudiantil. En la Academia de Aprendizaje Hilda Solis, hay un compromiso para forjar participación mediante la comunicación eficaz en el hogar y la comunidad, apoyando la crianza de los hijos, alentando el voluntariado, apoyando el aprendizaje en el hogar, haciendo partícipes a los padres y a la comunidad en toma de decisiones y defensa. Estas estrategias se utilizarán para que padres y tutores participen significativamente en el aprovechamiento académico de los alumnos:

- Centro para Padres y Comunidad localizado al lado opuesto del mostrador en la oficina principal
- Se generará un plan oficial por escrito sobre la participación de la familia y la comunidad
- Reuniones trimestrales con los padres de familia para llevar al diálogo continuo sobre avance estudiantil, presupuestos y programas.
- Tardes centradas en el alumno que incluyen Noche de Regreso a Clases y Recepción Escolar para Padres y alumnos
- Instituto de Padres para la Educación de Calidad (PIQUE) Sesión de nueve semanas
- Oradores invitados que sean profesionales del cuidado a la salud en la comunidad para brindar guías hacia el éxito en una trayectoria de cuidado a la salud.

Dotación de Personal

Para cumplir la misión de la Academia de Aprendizaje Hilda L. Solis, todos los maestros solicitantes que fueron entrevistados recibirán premiación sobre una variedad de características, no sólo con base en la cantidad de años en el salón de clases. Entre los fundamentos de estas características reside su entusiasmo, disposición y pertenencia a una comunidad educativa, junto con un compromiso inquebrantable a:

- Desarrollar e impartir instrucción centrada en los alumnos y basada en las normas sobre una variedad de modalidades de aprendizaje.
- Integrar tecnología al programa de instrucción
- Implementar el aprendizaje basado en proyectos
- Trabajar colaborando con colegas para analizar datos y trabajo estudiantil, y tomar los pasos necesarios para modificar debidamente la instrucción.
- Desarrollar lecciones multidisciplinarias para cada nivel de grado a fin de conectar el aprendizaje del salón de clases a situaciones de la vida cotidiana en carreras del cuidado a la salud
- Experiencia profesional o enseñanza en carreras del cuidado a la salud
- Enseñanza de EL y SEL con sensibilidad a estilos de aprendizaje y necesidades de desarrollo del idioma
- Planeación para instrucción de respuestas y relevancia cultural
- Satisfacer las necesidades de alumnos con discapacidades
- Crear interacción positiva entre padres y maestros
- Cumplir más de una responsabilidad (ejemplo: patrocinio, representante de SSC, entrenador, padres/coordinador comunitario, etc.)
- Proporcionar a los alumnos a un adulto que auténticamente se interese en ellos, en calidad de Asesor

Información para Comunicarse con el Grupo Solicitante

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Public School Choice 3.0
Performance Plan

PSC School Site: Hilda L. Solis Learning Academy

Design Team Name: Local District 5

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	34	28	20	Focus on essential standards,	CST	15	9
	English Learners	70	64	54	Data-and goal-driven instructional planning,	CST	42	30
	Special Education	68	60	50	High academic expectations,	CST	38	25
	African American	20	20	15	Evidence of effectiveness,	CST	12	9
	Latino	35	28	20	Differentiation,	CST	12	6
	White	35	30	22	Personalization,	CST	12	9
	Asian	20	10	5	Alignment of schedules,	CST	3	0
	Economically Disadvantaged	33	28	21	Focused teacher collaboration	CST	15	9
2	% of all students scoring Prof or Adv	28	33	40	Focus on essential standards,	CST	46	55
	English Learners	4	3	10	Data-and goal-driven instructional planning,	CST	15	23
	Special Education	2	4	10	High academic expectations,	CST	15	23
	African American	27	33	42	Evidence of effectiveness,	CST	52	76
	Latino	29	32	40	Differentiation, Personalization	CST	55	70
	White	35	38	50	Increase in depth and complexity	CST	65	90
	Asian	60	68	80	Alignment of schedules,	CST	90	95
	Economically Disadv.	30	33	40	Focused teacher collaboration	CST	48	57
CST MATH								
3	% of all students scoring FBB/BB	68	65	50	Focus on essential standards,	CST	40	30
	English Learners	87	80	68	Data-and goal-driven instructional planning,	CST	56	44
	Special Education	78	76	60	High academic expectations,	CST	50	38
	African American	65	60	48	Evidence of effectiveness,	CST	36	22
	Latino	70	60	48	Differentiation,	CST	36	22
	White	55	52	40	Personalization,	CST	30	20
	Asian	12	15	5	Alignment of schedules,	CST	0	0
	Economically Disadv.	70	61	48	Focused teacher collaboration	CST	36	22

Public School Choice 3.0
Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
4	% of all students scoring Prof or Adv	8	12	23	Focus on essential standards,	CST	32	42
	English Learners	3	5	12	Data-and goal-driven instructional planning,	CST	16	22
	Special Education	0	0	10	High academic expectations,	CST	15	20
	African American	0	0	10	Evidence of effectiveness,	CST	15	20
	Latino	7	12	20	Differentiation, Personalization	CST	29	40
	White	1	1	10	Increase in depth and complexity	CST	15	20
	Asian	38	50	72	Alignment of schedules,	CST	84	96
	Economically Disadv.	8	12	20	Focused teacher collaboration	CST	30	40
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	10.9	9.4	12	Improve quality of instruction by implementing the	CELDT/CST	15	19
8	% EL Students Scoring Proficient on CELDT	32	35	40	four access strategies: cooperative learning, graphic organizers, academic vocabulary, instructional conversations	CELDT	45	50
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	55	60	68		Graduation	75	85
10	CAHSEE Pass Rate (10th grade)	60	67	75	Focus on CAHSEE standards for all 10th graders	CAHSEE	82	90
11	% Students In A-G Courses Receiving Grade of C or Higher	25	28	35	Teacher PD on grading methods and assessments	MyData	44	53
12	% Graduates Meeting A-G Requirements	20	25	NA		MyData	100	100
RETENTION RATE (high schools only)								
	# First Time 9th Graders	NA	NA		Teacher PD on grading methods and assessments	MyData		
	% Retained 9th Graders	NA	NA		Personalized support from Advisory teacher	MyData		
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	94	95	98	Personalized support from Advisory teacher	MyData	100	100
14	Attendance Rate for All Staff	NA	NA	100	Close monitoring by principal	Payroll	100	100
15	Number of Suspensions	15	5	0	Positive behavior support plan	MyData	0	0
16	School Experience Survey:				Outreach and support to parents via PIQUE			

Public School Choice 3.0
Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	% Parents Participating	18	20	25		Survey	32	45
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"	23	29	35	Outreach and support to parents via PIQUE	Survey	42	50
18	*Culture or Mission-Specific Indicator*							
19	*Culture or Mission-Specific Indicator*							
20	*Culture or Mission-Specific Indicator*							

Local District 5
Design Team Name

February 7, 2012
Date

Applicant Team Representative Signature

Local District Superintendent Signature

Hilda L. Solis Learning Academy
CURRICULUM & ASSESSMENT DEVELOPMENT TIMELINE – YEARS 1 & 2

Prior to Opening:

Curriculum maps aligning both California Content Standards and Common Core standards for English Language Arts and Mathematics courses have already been completed. Science, Social Studies and other content area maps will be completed prior to August 1, 2012. These "instructional guides" will become a starting point for content-alike PLCs to begin their work identifying strategies and best practices to deliver these lessons. Though the PLC process, these initial maps/guides will be refined by teachers year-to-year in an ongoing process. The first task of Content-Alike PLC teams will be to develop progress-monitoring and benchmark assessments in each of these courses.

> *9th Grade:* English 9AB, Strategic Literacy 1AB, Math Tutorial AB, Algebra 1 AB, Biology AB, Health, Healthcare Career Development A, Mandarin 1
>
> *10th Grade:* English 10AB, Strategic Literacy 2AB, Advanced Applied Mathematics, Geometry AB, Physiology AB, World History, Healthcare Career Development B, Medical Terminology, Mandarin 2
>
> *11th Grade*: American Literature / Contemporary Composition, Speech AB, Algebra II, Algebra / Geometry / Trig, U.S. History, Chemistry AB
>
> ESL 1, 2, 3, 4

Year 1: 2012-2013:

The core curriculum maps and correlating assessments above will be refined and developed by teachers during their Content-Alike PLC meetings. There will be two foci for development away from Content – Alike PLCs: One is the development of interdisciplinary projects for grades 9 and 10, and the other is the development of an integrated curriculum for Advisory. Both of these tasks will be accomplished during Tuesday PD time.

Year 2: 2013-2014:

Refinement the core curriculum (above) will continue Curricular maps for Genetics, Zoology, Introduction to Computer Science, Digital Imaging and Science and Technology Research Lab will be developed along with assessments.

APPENDIX G

Hilda L. Solis Learning Academy Professional Development Plan – 2012-2013

DATE	TIME	CONFIGURATION	TOPIC
8/6/2012	6 HOURS	School wide	Teambuilding, our vision & vision, norms of group collaboration, policies on technology, expectation on room environment, planning, student engagement, collaborative development of classroom and school rules; Introduction to Adaptive Schools (Chapters 1-3); Intro to Common Core Standards
8/7/2012	6 HOURS	School wide	Focus on Technology: ipads as instructional tools, MyData, Core K-12, website, TaskStream, Ripple Effects; Advisory Period Curriculum
8/8/2012	6 HOURS	School wide	Evaluation Systems: common student assessments, common rubrics, Teaching and Learning Framework; Introducing the Habits of Mind
8/9/2012	6 HOURS	School wide	Addressing the needs of all students: RtI^2 Tier 1 Focus on Good First Teaching; instructional strategies and expectations; focus on student engagement; disaggregating student data
8/10/2012	6 HOURS	School wide	Publisher and technology PD on hardware and curriculum; interdisciplinary projects; committee formation: technology, discipline, PD, C.O.S.T., School Site Council representatives
8/13/2012	6 HOURS	School wide	Accreditation process overview; Overview of PLC process and expectations; Adaptive Schools (Chapters 4-6)
8/21/2012	90 MINS	Content-Alike PLCs	RtI^2; Curriculum Maps; Clarify SMART Goals and create assessments; design lessons (Steps 1-3)
8/28/2012	90 MINS	Interdisciplinary Teams	RtI^2; interdisciplinary projects for 9th and 10th grade
9/4/2012	90 MINS	School wide	Curriculum development for Advisory; Habits of mind
9/11/2012	90 MINS	School wide	RtI^2 for personalization; examination of student CST scores, CELDT data, spring grades, EOC scores, attendance, etc.; who is already falling through the cracks?
9/18/2012	90 MINS	Content-Alike PLCs	Analyze student work, identify best strategies and reflect on lessons, refine (Steps 4-5)
9/25/2012	90 MINS	Interdisciplinary Teams	RtI^2; interdisciplinary projects for 9th and 10th grade

APPENDIX G

Hilda L. Solis Learning Academy Professional Development Plan – 2012-2013

10/2/2012	90 MINS	Content-Alike PLCs	Math and ELA to analyze common assessment data for placement in Q2 classes; others to continue in PLC Steps 1-3
10/9/2012	90 MINS	School wide	Curriculum development for Advisory; Habits of Mind
10/16/2012	90 MINS	School wide	Disciplinary Literacy: Reading and Writing Across All Content Areas
10/23/2012	90 MINS	Interdisciplinary Teams	RtI^2; interdisciplinary projects for 9th and 10th grade
10/30/2012	90 MINS	Content-Alike PLCs	Continue with PLC process
11/6/2012	90 MINS	School wide	Curriculum Development for Advisory; Habits of Mind
11/13/2012	90 MINS	School wide	Positive Behavior Support Plan; Discipline; examining 10-wk grades, attendance
11/20 2012	90 MINS	Interdisciplinary Teams	RtI^2; interdisciplinary projects for 9th and 10th grade
11/27/2012	90 MINS	Content-Alike PLCs	History and Science to analyze PA data to inform instruction; Continue with PLC process
12/4/2012	90 MINS	School wide	Disciplinary Literacy: Reading and Writing Across All Content Areas
12/11/2012	90 MINS	Content-Alike PLCs	Math to analyze data from PA 1; ELA to score writing on common final; Others to continue cycle
1/8/2013	90 MINS	School wide	Faculty reviews WASC Initial Report submission and offers comments; Revisit curriculum maps for new semester; School wide discussion on collaboration process in PLCs
1/15/2013	90 MINS	Content-Alike PLCs	Continue in PLC cycle
1/22/2013	90 MINS	School wide	Curriculum Development for Advisory; Habits of Mind
1/29/2013	90 MINS	Interdisciplinary Teams	RtI^2; interdisciplinary projects for 9th and 10th grade
2/5/2013	90 MINS	School wide	Disciplinary Literacy: Reading and Writing Across All Content Areas
2/12/2013	90 MINS	Content-Alike PLCs	Continue in PLC cycle

APPENDIX G

Hilda L. Solis Learning Academy Professional Development Plan – 2012-2013

2/19/2013	90 MINS	School wide	Curriculum Development for Advisory; Habits of Mind
2/26/2013	90 MINS	Content-Alike PLCs	ELA, History and Science to analyze PA 2 data; Others continue in PLC cycle
3/5/2013	90 MINS	School wide	Positive Behavior Support Plan; Discipline; Focus on CAHSEE support for all students
3/12/2013	90 MINS	Interdisciplinary Teams	RtI^2; interdisciplinary projects for 9th and 10th grade
3/19/2013	90 MINS	School wide	Disciplinary Literacy: Reading and Writing Across All Content Areas
4/2/2013	90 MINS	Content-Alike PLCs	Math to analyze PA 3 data; Others continue in PLC cycle
4/23/2013	90 MINS	Interdisciplinary Teams	RtI^2; interdisciplinary projects for 9th and 10th grade
4/30/2013	90 MINS	School wide	Disciplinary Literacy: Reading and Writing Across All Content Areas
5/7/2013	90 MINS	Content-Alike PLCs	History to analyze PA 3 data; Others continue in PLC cycle
5/14/2013	90 MINS		
5/21/2013	90 MINS	Content-Alike PLCs	ELA and Science to analyze PA 3 data; Others continue in PLC cycle
5/28/2013	90 MINS	School wide	Preparing for 2013-2014

Hilda L. Solis Learning Academy School Calendar Yr. 1

August 2012

S	M	T	W	T	F	S
			~~1~~	~~2~~	~~3~~	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2013

S	M	T	W	T	F	S
						1
2	3	4	~~5~~	~~6~~	~~7~~	8
9	~~10~~	~~11~~	~~12~~	~~13~~	~~14~~	15
16	~~17~~	~~18~~	~~19~~	~~20~~	~~21~~	22
23	~~24~~	~~25~~	~~26~~	~~27~~	~~28~~	29
30						

- = PD days
- = Late Start for PD
- = Holiday
- = Minimum Day
- = Winter / Spring Break

3 minimum days will occur in April to coincide with the CST administration. That schedule has yet to be determined.

APPENDIX I

HILDA L. SOLIS LEARNING ACADEMY BELL SCHEDULE

Regular Day 71

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes	
Period 1	8:00 AM	9:25 AM	85	5	90	
Homeroom	9:30 AM	9:50 AM	20	0	20	
Nutrition	9:50 AM	10:05 AM	0	5	5	
Period 3	10:10 AM	11:35 AM	85	5	90	
Period 5	11:40 AM	1:05 PM	85	0	85	
Lunch	1:05 PM	1:35 PM	0	5	5	
Period 7	1:40 PM	3:05 PM	85	0	85	
			0	0	0	
			0	0	0	
			0	0	0	Required
			360	20	**380**	377

PD Days (A) 17

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes	
Period 1	9:30 AM	10:42 AM	72	5	77	
Period 3	10:47 AM	11:59 AM	72	0	72	
Lunch	11:59 PM	12:31 PM	0	5	5	
Period 5	12:36 PM	1:48 PM	72	5	77	
Period 7	1:53 PM	3:05 PM	72	0	72	
			0	0	0	
			0	0	0	
			0	0	0	
			0	0	0	
			0	0	0	Required
			288	15	**303**	287

Minimum Day 3

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes
Period 1	8:00 AM	8:58 AM	58	5	63
Period 3	9:03 AM	10:01 AM	58	0	58
Lunch	10:01 AM	10:31 AM	0	5	5
Period 5	10:36 AM	11:34 AM	58	5	63
Period 7	11:39 AM	12:37 PM	58	0	58
			0	0	0
			0	0	0

APPENDIX I

			0	0	0	
			0	0	0	
			0	0	0	Required
			232	15	**247**	247

PD Days (B) 18

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes	
Period 2	9:30 AM	10:42 AM	72	5	77	
Period 4	10:47 AM	11:59 AM	72	0	72	
Lunch	11:59 PM	12:31 PM	0	5	5	
Period 6	12:36 PM	1:48 PM	72	5	77	
Period 8	1:53 PM	3:05 PM	72	0	72	
			0	0	0	
			0	0	0	
			0	0	0	
			0	0	0	
			0	0	0	Required
			288	15	**303**	287

Alternative 71

Period	Begin	End	Period Minutes	Passing Minutes	Total Minutes	
Period 2	8:00 AM	9:25 AM	85	5	90	
Homeroom	9:30 AM	9:50 AM	20	0	20	
Nutrition	9:50 AM	10:05 AM	0	5	5	
Period 4	10:10 AM	11:35 AM	85	5	90	
Period 6	11:40 AM	1:05 PM	85	0	85	
Lunch	1:05 PM	1:35 PM	0	5	5	
Period 8	1:40 PM	3:05 PM	85	0	85	
			0	0	0	
			0	0	0	
			0	0	0	Required
			360	20	**380**	377

	Actual	Required
Annual Minutes	**65306**	65300

School Name: Hilda L. Solis Learning Academy

Person Completing this Form: Jane Berman

Phone Number: (323) 224-3350

* Note that this school has no shortened days.

Hilda L. Solis Learning Academy

SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT AND DISCIPLINE PLAN

Purpose:

This plan includes school wide behavioral expectations and a progressive discipline policy that are in place at Hilda L. Solis Learning Academy to ensure a safe, clean, welcoming environment in which all students, staff, parents and community members feel positively supported and are able to succeed. This plan outlines specific expectations and interventions available to students and their families.

Teamwork Approach:

At Hilda L. Solis Learning Academy we believe that all stakeholders have an important role in ensuring the success of all students. Although these roles are defined and separated below, we know that only through the comprehensive integration of all stakeholders can we reach our goal of personalized learning for each student in a safe environment.

Role of the Student:

Students are to be safe, responsible and respectful at all times. This means listening and following the directions of adults, faculty and staff. Students will be on time to class, prepared, and ready to work. They will respect others' personal space and property. Students will dress appropriately and leave all personal electronics off during school hours and put away.

Student Tips for Success at Hilda L. Solis:

- Get involved in class projects, clubs and sports.
- Make sure you are present at every class, every day, on time.
- Arrive prepared, with all assignments completed.
- Be courteous to other students and when speaking to adults.
- Seek out your Advisory teacher, counselor and principal when you need help of any kind.
- Make appointments with your teachers during their office hours, even if it is just to talk.
- Be aware of important test dates such as CAHSEE, CST, CELDT, SAT and ACT, as well as your progress towards graduation.
- Carry your student ID at all times.
- Keep your parents informed of school information and events, and invite them to visit the school website.
- Help maintain a clean and healthy school environment.
- Keep track of your assignments in a weekly planner.
- Practice the sixteen Habits of Mind daily.

Role of the Parent/Guardian:

Parents /Guardians are expected to send their students to school on time with adequate supplies each day. They are expected to understand the school's expectations and policies and

set high expectations for achievement and behavior. Parents/Guardians are expected to maintain regular communication with their student's teachers and counselor and work with them to promote school success and social growth. Parents/Guardians are encouraged to take advantage of school resources when they require assistance with their student's academic or behavioral problem.

Parent/Guardian Tips for Success at Hilda L. Solis:

- Inquire daily as to your student's progress and completion of assignments
- Check the school website for upcoming important events and communication with teachers.
- Become aware of graduation and A-G requirements, college application procedures and deadlines.
- Support school activities and attend parent training classes.
- Make sure your student arrives on time, has eaten a healthy meal, has adequate school supplies, and a designated study area at home.

Role of the Teacher:

Teachers will provide a well-planned, standards-based curriculum in a clean, safe, nurturing environment. They will engage students in rigorous tasks requiring high-level thinking and challenge them to improve continuously. They will model respectful communications, sound decision making and the sixteen Habits of Mind. Teachers will work collaboratively with all other staff to implement this plan on a daily basis.

Teacher Tips for Success at Hilda L. Solis:

- Monitor student progress.
- Maintain a clean and safe classroom environment.
- Communicate regularly and respectfully with parents.
- Be available to meet with parents when it best fits their schedule.
- Provide assistance and support for all students with attendance, behavior and academic achievement.
- Maintain your webpage weekly with current announcements, assignments, projects and grades.

Role of the Counselor and Coordinator:

The Counselor and Coordinator will communicate with all other stakeholders to support the academic success and social growth of students. They will enforce school expectations and policies at all times. They will assist and support teachers when students experience academic or behavioral problems, and counsel students and parents/guardians when interventions are necessary.

Role of the Principal:

The Principal is required to implement and enforce the school wide expectations, rules and policies. They monitor classroom and campus environment, operations, budget and instructional program to ensure a safe, positive and effective learning environment. It is their responsibility to ensure all students, teachers, staff, parents/ guardians and community members are aware of the expectations in this plan, and have the opportunity to participate in its revision.

Progressive Discipline Policy:

In order to ensure maximum student achievement and safety at Hilda L. Solis Learning Academy, due process discipline procedures shall be followed and documented. All referrals will be made through the Online Discipline Referral (ODR) System that can be accessed at https://odr.lausd.net. This confidential and secure system reports and aggregates discipline data to assist in school wide, classroom and individual decision making. The following guidelines are to be used as decisions are made about behavior issues:

Behavioral infractions requiring Teacher Action (Phase I):

- No books or materials
- Talking out of turn
- Lack of attention
- Profanity in class (not referring to teacher)
- Non-participation in activities
- Sleeping in class
- Out of assigned seat
- Attendance / excessive tardies
- Inappropriate dress
- Disobedience
- Eating, drinking, gum chewing
- Horesplay

Possible Teacher-Initiated Interventions (prior to referral to counselor):

- Counsel student
- Change seat
- Parent phone call / email
- Parent Conference
- Send student with an assignment to another teacher
- Parent to shadow student in class

Teachers may initiate a Teacher Suspension as detailed below:

California Education Code, Sec. 48910 *(Teacher Suspension)*

48910. (a) A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send

the pupil to the principal or the principal's designee for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.
(b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.
(c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the principal's designee for consideration of a suspension from the school.

Behavioral infractions requiring Counselor Action (Phase II):

- All continuous problems not resolved by the classroom teacher

Possible Counselor-Initiated Interventions (prior to referral to Principal):

- Counsel student
- Contact Parent
- Parent Conference
- Student Contract
- Referral to Psychiatric Social Worker
- Referral to IMPACT
- Detail occurrences in ID19

Behavioral infractions requiring Principal Action (Phase III):

- All continuous problems not resolved by the classroom teacher and counselor.
- All of the following serious behavioral infractions:
  - Fighting
  - Defiance
  - Smoking
  - Tagging / tagging tools
  - Weapons & dangerous objects
  - Terrorist threats
  - Stealing/robbery/extortion
  - Harassment / Bullying
  - Chronic Truancy
  - Violence
  - Drugs / Alcohol
  - Profanity (directed at teacher)

- Pornography
- Walkouts

Students who continue to defy school rules may be suspended and/or expelled from Hilda L. Solis Learning Academy. Teachers are encouraged to discuss any disciplinary action immediately with the student's counselor and the Principal.

Zero Tolerance Policy

According to LAUSD's Zero Tolerance Policy, any student who provides and/or is in possession of illegal items such as firearms (Authentic or replica), knives, controlled substances, or other dangerous objects will be recommended for expulsion from the school district per the Education Code Sections 48900 and/or 48915. Also, students who commit or attempt to commit acts of sexual assault or battery will be recommended for expulsion from the school district per Education Code Section 48900 and/or 48915.

Interventions and supports for behavioral infraction will be managed by the **Coordination of Services Team (C.O.S.T.)** by reviewing cases of individual students as they are referred. Using a triage approach, the C.O. S. Team analyzes data, including office referrals and truancy reports. Decisions are made and supports are allocated by determining what way the needs of each individual are met, and by which program(s) or person(s) will provide those services. Such supports may include assigning a mentor student or referring to a specific program. This team approach provides a safety net designed to quickly get students matched to supports and services to assist them in getting re-engaged in learning. Support staff may make a direct referral to this team.

The **Discipline and Safety Committee** will meet monthly to review policy and make recommendations for improvements. This committee will take an active role in creating incentives and systems to prevent misconduct or incidents. They will communicate to all stakeholders pertinent information in regards to school discipline and safety.