

LOS ANGELES UNIFIED SCHOOL DISTRICT

**PUBLIC SCHOOL CHOICE 3.0  
REVISED PROPOSAL FOR HILDA L. SOLIS LEARNING ACADEMY**



**LOCAL DISTRICT 5  
ROBERTO A. MARTINEZ, SUPERINTENDENT**

# HILDA L. SOLIS LEARNING ACADEMY

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## A. SUMMARY ANALYSIS

### 1. Mission and Vision

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 21<sup>st</sup> century.

Mission: Our mission is to implement the Common Core standards in mathematics 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.

Core Beliefs: Our core beliefs establish a foundation for the culture of Hilda L. Solis Learning Academy. We embrace the following principles: 1) consistent high expectations for all students; 2) personalized learning for each student in a safe environment; 3) highly effective leadership; and 4) meaningful engagement with parents and community as partners.

Core Values about Teaching and Learning: 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 settings beyond the immediate activity.
- Students' experiences outside of the learning setting are brought into instruction in positive ways and they are able to connect these experiences to the content.
- Students' learning environments are rich and stimulating with well-established and efficient routines, ample technology, and evidence of student work.
- Students 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 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 clearly understand a learning goal and assessment criteria. Teachers monitor the progress of students and provide personalized feedback to inform the improvement of their work.

## 2. School Data Analysis

Hilda L. Solis Learning Academy will provide another option for those students living in the Garfield Zone of Choice. Presently, there are five small schools on the campus of Esteban Torres High School:

1. East Los Angeles Performing Arts Academy
2. Esteban Torres Engineering and Technology Magnet
3. Esteban Torres Humanitas Arts and Technology
4. Esteban Torres Renaissance Academy
5. Esteban Torres Social Justice and Leadership

as well as five Small Learning Communities (SLCs) on the campus of Garfield High School:

1. Global Studies Academy
2. Humanitas Academy of Leadership and Law
3. Career and Performing Arts Academy
4. Computer Science Magnet
5. University Preparation Program Academy

Students living within the boundaries of the Garfield Zone of Choice will select from one of these ten options or they may choose to attend Hilda L. Solis Learning Academy.

The population of the unincorporated area of East Los Angeles remains stable with approximately 95% of the high school students in this area on Latino ethnicity. Poverty is a significant barrier for students to overcome, with approximately 85% of the students receiving free and reduced-price lunches. Approximately 25% of the student population is Limited English Proficient, and approximately 50% of students are reclassified as fluent in English. Students with Disabilities comprise approximately 10% of the population.

Esteban Torres High Schools opened in fall of 2010, and do not have longitudinal data, however, Garfield and Wilson High Schools have been making steady progress in raising student achievement as measured by the Academic Performance Index, with Garfield High School jumping 75 points this year. About a third of all students are proficient in English Language Arts (ELA) on the CST, while only 10% of all students are proficient in math. These numbers are only slightly higher for socioeconomically disadvantaged students. While the overall reclassification rate for English Learners is about 10%, the proficiency rates of English Learners in both ELA and math are less than 5%. The story is similar with Students with Disabilities. Garfield and Wilson show a steady increase in graduation rates with more and more students graduating with the A-G requirements completed.

### Critical Areas of Need:

The two subgroups whose data lag well behind are English Learners and Students with Disabilities. These two groups require the highest quality instruction with strong pedagogy and numerous scaffolds. Additionally, these groups need curriculum that challenges them to think critically and use language to effectively express their ideas and cognitive processes. Ninth grade students who do not earn enough credits to become tenth graders are the highest at risk for dropping out – especially those who are failing Algebra 1. It is extremely important that these students are sought out and supported in order to prevent them from exiting the system. These critical areas of need provide an opportunity for Hilda Solis Learning Academy to address these students with meaningful, comprehensive, cohesive instruction delivered with real-world

connections to healthcare careers. With highly effective instructional delivery, student engagement soars – and student achievement follows.

#### Year 1: Strategies for Success:

Hilda L. Solis Learning Academy will implement the nine practices that have been proven to work in the highest performing high schools in California. They are:

- Focus on essential standards (Common Core)
- Data- and goal-driven instructional planning
- High academic expectations
- Evidence of effectiveness
- Differentiation
- Personalization
- Alignment of schedules
- Focused teacher collaboration
- Disciplinary literacy

This plan will outline how, through the implementation of the RtI<sup>2</sup> framework, Professional Learning Communities (PLCs), Modified Block Scheduling, and reading and writing (disciplinary literacy) across all curricular areas, all students – especially those in the identified subgroups above – will greatly benefit. Success will be measured by both hard (CST, CAHSEE, CELDT, ELD Progress Monitoring, attendance, suspension rates) and soft (classroom observations and surveys) data.

### **3. Applicant Team Analysis**

Our Applicant Team is made up of LAUSD administrators and teachers, post secondary higher education representatives (13-16) who specialize in careers in healthcare, community members and students. We believe that this diversity has created a cross-stitched and interwoven plan for an outstanding high school campus, focused on student achievement, and preparing students for success in college and STEM coursework, and ultimately careers in healthcare.

Dr. Jane Berman is the K-12 Mathematics Coordinator for Local District 5. Her varied administrative experiences working with leadership, schools and teachers across East Los Angeles for over five years make her well-suited to lead instruction and operations at Hilda L. Solis Learning Academy.

Jesus Angulo has been a Principal Leader in Local District 5 for 3 years overseeing Garfield and Esteban Torres' High Schools, Belvedere and Griffith Middle Schools, and a number of other secondary schools including continuation settings. His experiences with opening new schools began in 2005 when he opened South East High School as Principal. His work continues in this area as he supervised the opening of CRHS #16 in September of this year.

Juan Perez is presently teaching mathematics at Santee Education Complex. Previously he worked as the Categorical Coordinator at Roosevelt High School, and as a teacher at South East and South Gate High Schools.

Darlene Torres teaches mathematics at El Sereno Middle School. She served as Elementary Mathematics Expert in the Local District 5 offices from 2004-2009. During that time she

provided professional development for teachers and administrators, as well as coordinated the roll-out of EnVision Mathematics.

Jose J. Gonzalez, is presently the President/CEO of APX Management Corporation. He obtained his Masters Degree from Pepperdine University 38 years ago. He has worked in senior management and as a consultant in healthcare for 40 years. He has worked in private, public and university medical centers. In the last 10 years he has focused on workforce diversity and is currently the Chair of the Health Care Careers Taskforce. His goal is to increase the number of minority students entering educational institutions seeking careers in the health professions. He is joined by his associates John Santilian and Juan Gonzalez.

Dr. Rolando Castillo is a Director/Professor in Higher Education at United States University, City of Cypress Orange County. As a former Associate Clinical Professor at the University of California Irvine (UCI), Division of Internal Medicine and Primary Care (1984-1996), he also served as an active member of Admission's Committee at UCI School of Medicine. For more than a decade, Dr. Castillo also worked as a Counselor for North Orange County Community College District serving a diverse student body.

Grace Gonzalez, Executive Director of VELA "The Light of the Community", has been working in the community of East Los Angeles for the past 25 years. The mission of this agency is to empower individuals, families and businesses by facilitating access to resources and providing services that will enhance its neighborhoods. With programs such as the farmers market, cooking classes, renovation of stores to provide fresh produce, rehabilitation of homes, support group for families affected by cancer. We understand the needs of the community and our programs address those needs. She is supported by Josie Cervantes.

Dr. Roberta Pavy Ramont is a registered nurse with more than 20 years experience in Nursing and Allied Health Education. She retired at the beginning of 2011, but continues to work as a consultant with public and private schools in the area of curriculum and program development, nursing board approvals and accreditation. She has been involved at the local, state and national levels with Health Occupation Students of America (HOSA) since 1991. HOSA is the only career technical student origination (CTSO) specifically for high school and post secondary students interested in health and medical careers.

Randy Doten has been involved with healthcare education for the past 13 years and currently serves as Vice President of Crescent College. He was raised in East Los Angeles and understands the needs of the medically underserved demographic, and the demand for educational pathways leading into the medical field for its residents.

Maria Elena Yepes is a tenured professor of English and ESL at East Los Angeles College and Director of the Learning Assistance Center, where she provides tutoring and computer-assisted instruction services for ELAC students. For the past twenty years, Ms. Yepes has developed programs and services that accelerate the education of ELAC students, making it possible for them to move from college preparatory to college level courses. In addition, Ms. Yepes has been the community liaison for the President's Office at East Los Angeles College, participating in two education collaboratives on behalf of ELAC: the Boyle Heights and East Side Education Collaboratives. In 2008, Ms. Yepes was elected to the Southern California Central Democratic

Committee, and in 2009, she was appointed by Supervisor Gloria Molina to the Los Angeles County Board of Education where she served a two-year term.

Jonathon Gabriola is presently the president of the Health Care Careers Youth Association and a 10<sup>th</sup> grade student at Esteban Torres High School. His aspirations include attending medical school and establishing a private practice in East Los Angeles.

Opening a new school brings with it unique challenges. Building a school culture that provides support for as well as challenges students, is inclusive of parents and community, and proves successful with faculty and staff can be daunting. This Applicant Team brings with it expertise in developing such a culture by its experience with *Adaptive Schools*. *Adaptive Schools* is a framework providing concepts, tools and strategies for collaborative groups to address the issues that arise in education, through reflection and action. Local District 5 has consistently demonstrated improved student achievement at both elementary and secondary levels over the past five years and is well-equipped to continue and expand its leadership with Hilda L. Solis Learning Academy.

#### **4. Informational Summary**

See Appendix D for versions in both English and Spanish.

## **B. INSTRUCTIONAL PLAN**

### **Category One: Unwavering Focus on Academic Achievement**

#### **B-1. Curriculum and Instruction**

##### **a. Instructional Program**

Hilda L. Solis Learning Academy instructional program is guided by our core values, our beliefs about how learning best occurs, and by best practices researched in high-performing high schools that consistently produce students well-prepared to successfully enter and succeed in STEM college studies and careers. The philosophical underpinnings and organizational structure for the curriculum are student-centered and are in accordance with accountability for achieving proficient and advanced performance on California as well as Common Core standards. The emphasis at Hilda L. Solis Learning Academy of preparing students for careers in healthcare supports the teaching and learning of the STEM curriculum along with a high degree of proficiency with informational and collaborative technologies.

The nation-wide Common Core standards are a set of expectations based on research and evidence of success, and high-achieving international models rather than opinion and tradition. Hilda L. Solis Learning Academy will fully-implement Common Core standards-aligned Instructional Guides for Algebra 1, Geometry, Algebra II, English 9AB, 10AB and American Literature and Contemporary Composition which include intervention. These have already been developed (along with pacing plans). Because of page restrictions on this RFP, only a sample of each guide is provided in Appendix R. Modeled after the plan that led to a 75-point gain Garfield High School, teachers work in PLCs that meet weekly and spend 90 minutes per day / 5 days per week with each class. Each of these courses will be taught as a double-block with intervention provided by the same teacher as is teaching the core class. By aligning these instructional guides to Common Core standards, teachers, students and parents will have a better understanding of what is expected, students will be better-prepared for college, and educational goals will be internationally benchmarked. This decision will allow for the latest curriculum that has been published to be adopted and implemented at Hilda Solis Learning Academy. (LIS Wavier #2)

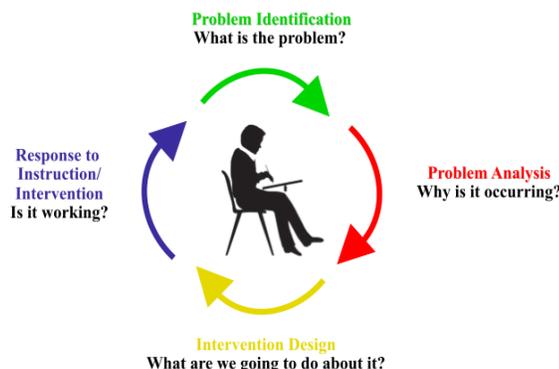
Also being requested is the autonomy to implement school-determined methods of teacher professional development that specifically support the implementation of the Common Core standards. With this autonomy, faculty and staff will endeavor to increase student achievement by focusing instruction on this new set of standards. The Common Core Reading anchor standards and Mathematical Practices provide broad expectations and outline general cognitive fluencies for students to master. The high school grade-specific and course-specific standards provide additional specificity to student work products and performances. Together these work in tandem to define the college and career readiness expectations that are the Common Core. Teachers should be provided explicit, on-going,

personalized professional development to deeply understand the Common Core standards and to make them the foundation of their daily practice. The professional development methods may include (but might not be limited to) articulation between grade levels and departments, presentations on various Common Core programs, etc. The content of the professional development may be identified by an evidence- and data-based decision-making process subsequent to the school’s opening. (LIS Wavier #7)

The overarching framework for instruction at Hilda L. Solis Learning Academy is a multi-tiered approach to instruction and intervention, known as Response to Instruction and Intervention (RtI<sup>2</sup>). Teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards. 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.

An essential component of the multi-tiered framework to instruction and intervention is consistent, step-by-step problem-solving. The problem-solving approach helps to ensure that all factors (curriculum, pedagogy, school and classroom environment, expectations) have been thoroughly examined to inform modifications to instruction/ intervention. A student’s failure to learn should not be automatically deemed the result of a learning disability. It is imperative to collect and analyze robust data on instruction, intervention, and supports to help determine why a student is not progressing at the same rate as peers. The problem-solving process utilizes four basic questions:

- Define the problem:** What is it we want student(s) to achieve?
- Problem analysis:** Why is the student(s) unable to achieve the academic and/or behavioral benchmark?
- Implementation:** What are we going to do about it?
- Evaluation:** Did our instruction/intervention work? What is the response to instruction and intervention?



The problem-solving process is used continually throughout the school year to determine the appropriate level of intensity and service necessary for individual students to be successful.

Our proposed curricular and instructional program is explicitly student-centered and grounded in research of effectiveness with similar student populations, particularly geared toward meeting the learning needs of English Learners (ELs), Standard English Learners (SELs), Socio-Economically Disadvantaged (SEDs), and Students with Disabilities

(SWDs). Toward this end, we have consciously adopted key research-based instructional strategies that have demonstrated effectiveness for the student population that will be served at Hilda L. Solis Learning Academy. Moreover, our design of the curricular and instructional program is informed by findings from a study of ten “best practices” in high schools in California<sup>1</sup> to ensure high standards of learning for all students and to guide the design of the instructional program at Hilda L. Solis Learning Academy including:

*Focus on Standards:* Both Common Core and State Standards will be used to set goals, develop course outlines, and create common assessments.

*Data- and Goal-Driven Instructional Planning:* Planning of teaching and learning will be driven by explicit, measurable goals based on data and aligned to standards.

*High Academic Expectations:* Academic expectations will be high for all students, regardless of socioeconomic status, ethnicity, English language proficiency, learning disability, etc.

*Evidence of Effectiveness:* Selection of instructional programs and resources will be based on available research and/or evidence of effectiveness. These instructional programs will be tightly aligned to State standards with the understanding that the standards, not the textbooks, drive instructional planning.

*Differentiation:* A variety of instructional structures, programs, and resources will be selected to assist in differentiating instruction so that students can be served in the regular classroom and have access to a rigorous and engaging curriculum.

*Personalization:* Providing a personalized, differentiated classroom and enhancing adult-student relationships through advocacy and mentorship will be the primary means to reach high academic expectations for all.

*Alignment of Schedules and Support:* School’s schedules and structures will protect instructional time and reflect an emphasis on core academic courses. Instructional coaches, master teachers and/or department chairs will work with teachers to ensure that evidence based teaching strategies are implemented effectively in every classroom.

*Focused Teacher Collaboration:* Teacher collaboration time will be used to refine and revise curriculum, develop assessments, and share instructional strategies and practices. Collaborative teams will take solution-centered approaches to address the learning needs of students, valuing professional inquiry, reflection and problem-solving by team members.

Hilda L. Solis Learning Academy staff will focus on implementing effective evidence-based teaching strategies using the problem solving model to evaluate their success, and modify strategies as needed based on student academic achievement needs. These strategies will be woven throughout all classes to interrelate the RtI<sup>2</sup> framework with the practice of

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<sup>1</sup> National Center for Educational Accountability (2006). *Just for the Kids – California Learning Academy Best Practices Study, 2004-2005*. Sacramento, CA.

personalization for our students. The effectiveness of implementation will be evidenced by an increase in CST scores and consistently meeting Academic Yearly Progress goals. The table below offers an overview of the teaching strategies the staff will implement at Hilda L. Solis Learning Academy:

Strategy	Description	Researcher(s)
SDAIE	Specially Designed Academic Instruction in English (SDAIE) that provides scaffolding for ELs to master rigorous content. Elements include connecting to prior knowledge, modified speech, advanced graphic organizers, realia, previewing vocabulary and critical concepts, checking for comprehension	Cummins, Echavarría
Identifying Similarities and Differences	Researchers have found these mental operations to be basic to human thought. Teacher provides guidance to explicitly identify and organize. Use of graphic organizers helpful.	Gentner, Markham, Marzano
Summarizing and Note Taking	Students learn to delete, substitute or keep information, gaining awareness of structure; Notes should be considered work in progress and be used to study for tests.	Anderson, Hidi, Beecher, Carrier, Titus, Marzano
Reinforcing Effort and Providing Recognition	Belief in effort ultimately enhances achievement. Students can change their beliefs to an emphasis on effort; reward is most effective when it is contingent on some standard of performance and when it is abstract symbolic (not tangible).	Weiner, Covington, Weirsma, Cameron, Pierce, Marzano
Homework and Practice	Homework, in appropriate amounts, positively influences student achievement. Parental involvement should be minimal; purpose should be identified and articulated. Homework will not account for more than 10% of a student's grade in a class.	Paschal, Weinstein, Walberg, Graue, Hattie, Ross, Marzano
Nonlinguistic Representations	Nonlinguistic representations should elaborate on knowledge so that students understand in greater depth and recall more easily.	Mayer, Powell, Walberg, Marzano
Cooperative Learning	Cooperative learning fosters positive interdependence, promotes positive interactions, provides for accountability and teaches communicative skills.	Johnson & Johnson, Walberg, Lipsey & Wilson, Marzano

Strategy	Description	Researcher(s)
Setting Objectives and Providing Feedback	Instructional goals serve to narrow what students focus on, but should not be too specific. Feedback is the single most powerful modification for improving student achievement, It should be timely, corrective and tied to a specific criterion.	Wise & Okey, Lysakowski & Walberg, Lipsey & Wilson, Marzano
Generating and Testing Hypotheses (Inquiry-based lessons)	This is one of the most powerful and analytic cognitive operations as it requires student to think inductively. It is important that students clearly explain their hypothesis and their conclusions.	Hattie, Biggs, Purdie, Lott, Ross, Marzano
Cues, Questions and Advance Organizers	Students' prior knowledge influences what they learn and should be activated. Cues should focus upon what is important (as opposed to what is unusual). Higher level questions produce more learning. Wait time is important to give students time to think.	Bloom, Guzzetti, Synder & Glass, Hamaker, Stone, Marzano
Interdisciplinary Project-based learning	Collaborative interdisciplinary teacher teams will cultivate meaningful cross-curricular projects for students to connect classroom learning with real-life.	Arhar, Flowers, Agne, Mac Iver
Increased depth and complexity	The elements of depth and complexity add a layer 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.	Kaplan, Karnes, Bean
Interactive Technology and Modern Media	Students conduct research and create presentations, take online assessments, participate with virtual labs and simulations, create electronic portfolios, and blog in two-way collaborative classrooms. Using technology increases motivation and self-esteem ,allows students to complete more complex tasks, increases collaboration with peers and use of outside resources for learning.	Groff, Mouza, Pitler, Hubbell, Kuhn, Malenoski, Marzano
Culturally Relevant and Responsive	By acknowledging the cultural heritages of different ethnic groups, students' attitudes and dispositions to learning improve. These strategies serve to bridge the home and school experiences. They validate students' self-worth and teach responsibility for learning	Gay, Ladson-Billings
Literacy Acquisition and Writing Across the Curriculum (disciplinary literacy)	Students will be taught to read a broad range of difficult texts with deeper levels of comprehension through specific strategies. Writing will be implemented as a process to support analysis and reflection throughout all curriculum.	Beers, Gallagher, Gere, Christenbury , Sassi

While all these strategies are proven methods to increase student achievement, Hilda L. Solis Learning Academy will focus on reading and writing across the curriculum or *disciplinary literacy* during year one and provide teachers with extensive professional development where learning is ongoing and reflective, and results will be measured. Disciplinary literacy has been selected because of the Common Core's expectation of students to read and analyze non-fiction informational text.

In order to maximize student learning time, each student at Hilda L. Solis Learning Academy will be issued an iPad 2 with built-in internet “hot spot”. Mobile devices enable learning anywhere and anytime, moving education beyond the industrial era model, where classrooms are the primary place of learning, the school day is the primary educational time, and the teacher is the primary source of information. We know that students’ lives outside of school are filled with technology. Giving them 24/7 mobile access to information and allowing them to participate in online social networks and communities where people worldwide share ideas, collaborate, and learn new things enables them to be 21<sup>st</sup> century citizens. iPads will leverage students’ interest in technology and the time they spend learning informally outside the regular school hours to extend learning time in a way that motivates them even more.

Mobile broadband devices now have six senses:

1. Knowing where you are
2. Interacting with networks
3. Sensing local content and services
4. Discovering relevant things
5. Enhancing your surroundings with information and simulation
6. Learning your interests, as well as how and with whom you like to learn

This new capacity for learning, which is infused with global information, is a powerful way of complementing the traditional model of learning, which is isolated from the world in classroom settings. Tablets and other mobile devices now provide access to a much broader and more flexible set of learning resources than is available in classrooms. They also create connections to a wider and more flexible set of “educators,” including parents, informal educators, and community-based coaches, tutors, and mentors. And, learning experiences can be customized for individual learners with content and instructional styles designed to fit the interests and experience of each person.

Assessment using technology provides rich data that is easily disaggregated by educators as well as immediate feedback to students. As students work, the assessment system can capture information about their problem-solving sequences, knowledge, and strategies, as reflected by the information they select or input, the number of attempts they make, the number of hints and feedback given, and the time it takes them to solve a problem. When the Common Core Assessments are implemented in the spring of 2015, all students will be required to use an online assessment system to measure proficiency. Providing the students at Hilda L. Solis the ability to practice and master using online assessment systems will raise student achievement.

A ubiquitous technology infrastructure that supports anytime, anyplace learning is the hallmark of a 21st century educational system. I believe that every student and educator should have a mobile broadband device, with training and support for its optimal usage to empower learning. As discussed in the NETP, policy makers should systematically explore mechanisms to fund such an infrastructure for every district, school, and student, regardless of economic status.

## **b. Core Academic Curriculum**

For English-Language Arts and Mathematics, all curriculum will be aligned to both California Content Standards and Common Core Standards and will be implemented according to the Instructional Guides in Appendix R. In Appendix L a list of these core and supplemental texts, as well as intervention materials has been provided. In an effort to move to a fully digital educational environment, as many resources as possible will be purchased in the ibook or online format. This autonomy is necessary in order to provide all students an education that enables them to be competitive in the international workforce and college-bound arenas. It allows for the purchase of the newest editions of texts offered by publishers that address the Common Core's focus on nonfiction informational text and its complex analysis. (LIS Wavier #3)

Curriculum for science and social studies have been selected based upon State and District minimum standards, and their connections to the Common Core English and math standards. In these disciplines, Hilda L. Solis Learning Academy will use the LAUSD Instructional Guides, which provide guidance on curricular pacing and concept lessons and will also use the LAUSD Periodic Assessments, which provide standards-aligned benchmarks on student progress.

In the first three years of PSC implementation, we will use the autonomy provided by PSC to design some additional curricula (see section B-1bi below for specifics on curriculum development). These would include the curriculum for Advisory and the interdisciplinary projects on healthcare.

Hilda L. Solis Learning Academy is committed to designing a rigorous, student-centered curriculum differentiated for at-risk students as well as accelerated learners. We believe that students learn best when curriculum is developmentally appropriate and experiential. Our proposed school environment enhances and supports each student's opportunity for learning. For example, embedded intervention and enrichment during the regular school day is aimed at ensuring all students have access to the A-G core courses. At the minimum, students will take:

- Four years of English / Language Arts
- Three or more years of Mathematics
- Two or more years of Science
- Three or more years of Social Studies / History
- Two or more years of Physical Education
- Two years of foreign language
- One year of visual art
- One year of career technical art
- One semester of Health
- One semester Career Development

Under a modified 2 x 8 block schedule and early-start traditional calendar (see section B-4e for School Calendar/Schedule, as well as Appendices H and I) students at Hilda L. Solis Learning Academy will have access to additional instructional minutes in core subjects. English and math courses for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades will be double-blocked for intervention and enrichment. It is imperative that students receive 85 minutes of English and Math every

day to ensure high achievement in literacy and numeracy. Students may enroll in specialized electives supporting healthcare career learning, and opportunities for community, work-based, service internships connecting the classroom to relevant real-world learning. Physical Education, Foreign Language, Visual Arts and Computer Science classes will remain on a 2 x 8 schedule while English and Math courses will proceed on a 4 x 4. Students' placement into intervention courses will be evaluated every 10 weeks. This innovative schedule is modeled from the modified schedule that Garfield High School adopted in 2010-2011 that led to a 75 point API gain in 2011.

The Applicant Team for Hilda L. Solis Learning Academy believes that in order to be successful in pursuing post-secondary opportunities in healthcare in a 21<sup>st</sup> century global society, students must possess the following sixteen intellectual Habits of Mind described by Arthur L. Costa and Bena Callick<sup>2</sup>:

- Persisting
- Communicating with Clarity and Precision
- Managing Impulsivity
- Gathering Data through all Senses
- Listening with Understanding and Empathy
- Creating, Imagining, Innovating
- Thinking Flexibly
- Responding with Wonderment and Awe
- Thinking about thinking (metacognition)
- Taking Responsible risks
- Striving for Accuracy and Precision
- Finding Humor
- Questioning and Problem Posing
- Thinking Interdependently
- Applying Past Knowledge to New Situations
- Remaining Open to Continuous Learning

The Habits of Mind will be explicitly taught in each subject and discussed in depth during the Advisory period.

To implement the plan for Hilda L. Solis Learning Academy there is a defined set of areas where new curricula will need to be developed. Key among these is the creation of a curriculum for a daily Advisory period. The Advisory period will function as set-aside time for on-going personalization between students and a faculty advocate. Organized by grade-alike groupings, the assigned Advisor (drawn from the ranks of all certificated staff – teachers, counselors, administrators, coordinators to reduce the adult to student ratio to no more than 1:25) will serve as an advocate for students. Advisory will include the involvement of trained student facilitators as peer mentors.

The Advisory curriculum will be organized into modules that provide ideas for classroom activities tied to building pathways into healthcare careers; the sixteen intellectual *Habits of Mind*; course credit and grade checks; review of assessment data for individual students;

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<sup>2</sup> Costa, A.L. & Callick, B. (2009) *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

study and organizational skills; social and community responsibility through *Ripple Effects*; student projects and presentations of learning; college preparation (PSAT, SAT, college application essays) and career exploration (skills and interest inventories, mock resumes and job interviews). The intent of Advisory is to offer the student emotional support through contact with a supportive, caring adult at the school, as well as a built-in peer group. Developing the curriculum for Advisory will be a priority in Year 1 (2012-2013). We will devote professional development time to this task (see Appendix G: Professional Development Schedule). By the end of 2012-2013, Hilda L. Solis Learning Academy will have a set Advisory curriculum.

Another area of curriculum hinges on the design of interdisciplinary project-based lessons, grounded in healthcare issues. This is difficult and time-consuming work that requires a deep commitment to collaborative teaching. The experiences of teaching in one district highlight these lessons and are worth quoting at length:

*“We were pretty sure this rigid curriculum framework would spell the end of our interdisciplinary units, but once we rolled up our sleeves and started working on the state documents (standards), we found the opposite was true. Not only could we continue to create these units, we could improve them. Ironically, the inflexible curriculum helped us see the wisdom of making our lessons even more tightly focused and connected...we could no longer hide behind “fluffy” activities with vague intentions. If we wanted to successfully address our individual class requirements while showing students how the ideas from one course applied to others, we had to truly understand the connections ourselves. So we immersed ourselves in intensive curriculum mapping, looking for opportunities to build bridges from subject to subject. The process pushed us to think hard about which concepts to connect and when...Interdisciplinary units are not easy to plan or to teach. There is no question that all our lives would have been simpler if we had just bent down to state and district requirements and taught the curriculum in a lock-step sequence. We wouldn’t have had to work so hard to find extra materials, create connections, or change our plans because a colleague suggested a better approach. But then we would have lost a valuable asset: our students’ interest.”<sup>3</sup>*

Due to the in-depth nature of the task of creating interdisciplinary project-based lessons, this work will occur over a longer period of time. We will begin the curriculum development process in 2012-2013 focusing on 9<sup>th</sup> and 10<sup>th</sup> grades, but will not have a defined set of curricula until the end of 2013-2014.

Similarly, we anticipate a need for developing curriculum for specialized electives (Career Development AB, Career Exploration AB, Medical Terminology, Genetics, Zoology, Forensic Science and Science and Technology Research Lab). The same timeline as the interdisciplinary project-based lessons would apply. Teachers will address the development of curriculum for these courses during the content-alike PLC time.

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<sup>3</sup> Wild, Monique D., et.al., “Collaborative Teaching: The Best Response to a Rigid Curriculum,” *Education Week*, May 21, 2008.

Finally, we anticipate devoting time and resources toward the ongoing reassessment and modification of the Instructional Guides for intervention courses targeting English/Language Arts and mathematics. This process will be ongoing as an effort of constant improvement. As part of the modified block schedule, teachers of ELA and math will devote one period of their conference time to work collaboratively to develop detailed curriculum maps and best instructional practices for double-blocked courses. While many curricular programs exist, we plan to conduct an in-depth analysis of the needs of the students and to tailor the curriculum to meet the specific learning needs of our diverse population. Our aim is to focus on Tier 1 of the RtI<sup>2</sup> framework in 2012-2013, ensuring every student receives differentiated and personalized in-class interventions. Beginning in 2013-2014 and beyond, Hilda L. Solis Learning Academy will focus on analyzing data from the previous year and the developing of Tier 2 (strategic) and Tier 3 (intensive) interventions for struggling students.

The core Academic curriculum is based upon California State and Common Core standards for each content area and each core course is satisfies the A-G requirements (as noted in the table below). All students are required to successfully complete 230 credits (155 core curriculum and 75 elective courses) in order to graduate.

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<b>Social Studies / History</b>	NA	World History AB <b>or</b> AP World History (“A” requirement)	US History AB <b>or</b> AP US History AB (“A” requirement)	Principles of American Democracy <b>or</b> AP Government and Politics (“A” requirement) <b>AND</b> Economics <b>or</b> AP Economics (“G” requirement)
<b>English</b>	English 9AB (“B” requirement)	English 10AB (“B” requirement)	American Literature & Contemporary Composition <b>or</b> AP English Language (“B” requirement)	Expository Reading/Writing AB <b>or</b> AP English Language (“B” requirement)
<b>Mathematics</b>	Algebra 1AB <b>or</b> Geometry AB <b>or</b> Algebra 2AB (“C” requirement)	Geometry AB <b>or</b> Algebra 2AB <b>or</b> Trigonometry / Math Analysis (“C” requirement)	Algebra 2AB <b>or</b> Trigonometry / Math Analysis <b>or</b> AP Statistics AB (“C” requirement)	Trigonometry / Math Analysis <b>or</b> AP Statistics AB (“C” requirement)
<b>Science</b>	Biology AB (“D” requirement)	Physiology AB* (“D” requirement)	Chemistry AB <b>or</b> AP Chemistry AB (“D” requirement)	Physics AB <b>or</b> AP Physics AB (“D” requirement)
<b>World Languages</b>	Mandarin 1AB and Mandarin 2AB (minimum 2 years) (“E” requirement)			
<b>Visual Arts</b>	Digital Imaging AB (“F” requirement)			
<b>Applied Technology</b>	Exploring Computer Science (LAUSD requirement)			
<b>Health</b>	Health – one semester (must be taken on site –			

	school requirement)			
<b>Physical Education</b>	Advanced PE 1AB (LAUSD requirement)	Advanced PE 2AB (LAUSD requirement)	If <i>Fitnessgram</i> is not passed, student must enroll in a PE course (LAUSD requirement)	If <i>Fitnessgram</i> is not passed, student must enroll in a PE course (LAUSD requirement)
		If <i>Fitnessgram</i> is passed, Advanced PE 2AB can be taken in Grades 10, 11 or 12	—————→	
<b>Electives</b>	<b>ELA Intervention:</b> Strategic Literacy 1AB <b>Math Intervention:</b> Math Tutorial AB <b>Enrichment:</b> Healthcare Career Development A	<b>ELA Intervention:</b> Strategic Literacy 2AB <b>Math Intervention:</b> Advanced Applied Mathematics AB <b>Enrichment:</b> Healthcare Career Development B Medical Terminology	<b>ELA Intervention:</b> Speech AB (“G” requirement) <b>Math Intervention:</b> Geometry / Algebra / Trigonometry <b>CAHSEE Intervention:</b> Essential Standards of Mathematics or English Language Arts <b>Enrichment:</b> Genetics (“G” requirement); Zoology (“G” requirement); Forensic Science, Science and Technology Research Lab AB; Career Exploration AB; Medical Terminology AP Psychology	<b>ELA Intervention:</b> Essential Standards of ELA <b>Math Intervention:</b> Essential Standards of Mathematics <b>Enrichment:</b> Genetics (“G” requirement) Zoology (“G” requirement) Forensic Science Science and Technology Research Lab AB Career Exploration AB; Medical Terminology AP Psychology

\* Students in 10<sup>th</sup> grade must be approved to take this course by LAUSD as it is part of the healthcare careers focus of Hilda L. Solis Learning Academy. Presently SIS notes this class as an 11<sup>th</sup> or 12<sup>th</sup> grade course.

All curricula at Hilda L. Solis Learning Academy will have embedded the theme of healthcare careers and technology. Research indicates that technology’s use in the classroom can have a positive influence on student learning when the learning goals are clearly articulated prior to the technology’s use.<sup>4</sup> Applied effectively, technology implementation not only increases student leaning, understanding, and achievement but also augments motivation to learn, encourages collaborative learning, and supports the development of critical thinking and problem-solving skills.<sup>5</sup> Further research shows points out how technology can give

<sup>4</sup> Ringstaff, C., & Kelley, L., (2002). *The learning return on our education technology investment: A review of findings from research*. San Francisco: WestEd RTEC.

<sup>5</sup> Schacter, j., & Fagnano, C. (1999). Does computer technology improve student learning and achievement? How, when, and under what conditions? *Journal of Educational Computing Research*, 20(4), 329-343.

students “more control over their own learning,” facilitating the analytical and critical thinking and the collaboration championed in the constructivist approach to education.<sup>6</sup> Overall, research shows that integrating technology into instruction tends to move classrooms from teacher-dominated environments to ones that are more student-centered. Repeatedly, there is evidence that students tend to work more cooperatively, have more opportunities to make choices, and play a more active role in their learning.<sup>7</sup>

Hilda L. Solis Learning Academy staff holds the following five principles for the implementation of technology as an instructional tool:

- **Adaptability:** encouraging students to reassess their thinking as they receive additional data and draw upon a repertoire of problem solving strategies as they consider multiple perceptual positions;
- **Creativity:** providing students with the tools to conceive problem solutions differently and expand their capacity to generate original, ingenious solutions using technology;
- **Collaboration:** teaching students to use technology to engage, interact, and problem-solve interdependently and communicate their ideas clearly and effectively using media
- **Productivity:** teaching students strategies to increase their efficiency through technology
- **Ethics:** using technology to explore and advance student’s ethical and moral thinking.

To this end, each student will be issued an ipad2 with all textbooks digitally downloaded. Each ipad2 will have a built in wireless 3G connection to the internet, and will not be dependent upon securing access to a wireless network. In order to support the implementation of this tool, each ipad2 will have its own protective case. Earbuds and a mass storage device (flash drive) will be provided to each student as tools for learning. This is important as students will have access at anytime from anywhere to internet-based learning tools such as Key To Tracker, Ripple Effects, Taskstream, Core K-12 and publisher online learning supports. Students will compile an electronic portfolio (e-portfolio) of their work throughout their stay at Hilda Solis Learning Academy using an online storage system called Taskstream. As a capstone senior project, students prepare a webpage that showcases their achievements throughout Learning Academy (with video, text, music, etc.) and include this link as a part of their post-secondary applications.

We have worked closely this year developing a partnership with both White Memorial Hospital to provide internship opportunities for students in all areas of the hospital. Through courses such as Healthcare Career Development and Science and Technology Research, students will have opportunities for hands-on experiences at the hospital and other healthcare providers in the community.

Another strong ally in the process of developing the plan for Hilda L. Solis Learning Academy is the Healthcare Career Task Force (HCCT) that was formed in 2010 to bring

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<sup>6</sup> Russell, J. & Sorge, D. (1999). Training facilitators to enhance technology integration. *Journal of Instruction Delivery Systems*, 13(4), 6.

<sup>7</sup> Mize, C. D., & Gibbons, A. (2000). More than inventory: Elective integration of instructional technology to support student learning in K-12 schools. (ERIC Document Reproduction Service No. 444563).

more opportunities for students to prepare for careers in healthcare in East Los Angeles. Members of this task force include:

- Jose J. Gonzalez, President / CEO APX Management Corporation
- Maria Elena Yeppes, Director, East Los Angeles College Learning Assistance Center
- Roberta Pavy Ramont, Health Curriculum Specialists, Writer / Consultant
- Rolando Castillo, Director Internationally Trained Professionals Program, United States University
- Randy Doten, Vice President, Crescent College
- Grace Gonzalez, Executive Director, Volunteers of East Los Angeles (VELA)

HCCT will act as an advisory board to the building and defining of the school's focus on healthcare careers.

East Los Angeles has long been designated as a "Health Professional Shortage Area" (HPSA), and "Medically Underserved Area" (MUA). East Los Angeles College received a \$25 million federal grant to promote interest in healthcare careers and create a pipeline for students beginning in middle and high school. Hilda L. Solis Learning Academy will offer opportunities for students to receive concurrent credit in both high school and community college for classes in healthcare. Further, Hilda L. Solis Learning Academy will dedicate one classroom as a Simulation (SIM) Lab for an authentic hospital environment. This classroom will have four hospital beds and medical monitoring equipment with computerized patient simulators, as well as a nurses' station. Students will learn and practice basic patient assessment techniques and nursing skills as part of the Career Development curriculum.

Our school will seek to establish a partnership to pilot the Charles Drew University Saturday Science Academy. The school would offer three 8-week sessions per year to enrich students' science and mathematics curriculum.

### **c. Western Association of Schools and Colleges (WASC) Accreditation**

Early in the first year of operation, Hilda L. Solis Learning Academy will apply to WASC for Interim Accreditation status. The principal is ultimately responsible for leading the WASC process with the assistance from the staff of Local District 5. All stakeholders (certificated and classified staff, students, parents and community members) will collaboratively develop Expected School-wide Learning Results (ESLRs) and begin the process of analyzing data to develop the WASC application document to ensure that the school is moving forward in a systematic and appropriate manner to increase student achievement.

The following timeline has been developed in accordance with and according to the procedures outlined in the WASC *Focus on Learning Accreditation Manual*:

Calendar	WASC Accreditation Process
August, 2012	Hilda L. Solis Learning Academy opens
September, 2012	Stakeholders are provided training to acquaint them with WASC Accreditation and then begin to develop Expected School-wide Learning Results; the school will form a WASC Leadership Team to oversee and organize the WASC accreditation process.
September, 2012	WASC Leadership Team reviews Initial Visiting Procedures Manual, completes a Request for WASC Affiliation form and submits it to WASC requesting a spring, 2013 Initial Visit, along with other required documentation and fees.
October, 2012	WASC Leadership Team will begin work on the "Initial Visit School Description" form. Information provided with this form should describe the purposes and operation of the school and gives evidence of the school's status in relation to the conditions of eligibility. In addition to the documentation provided with the application, the school should make available other supporting documentation during the initial visit.
January, 2013	Submit "Initial Visit School Description" by January 31, 2013. When a date is received for an initial visit from WASC, the school will request a CEEB (AI) code.
Spring, 2013	WASC team of two persons visits Hilda L. Solis Learning Academy for one day. After the WASC visit, the school will request a page for the school on the UCOP with a course list.
June, 2013	WASC notifies Hilda L. Solis Learning Academy of their findings. School creates an Action Plan to incorporate WASC recommendations into their ongoing school improvement plan(s).
2013-2016	Institutionalize WASC Accreditation Process/procedures in preparation for the first full WASC self study and visit in spring, 2016.

Local District 5 has staff members who assist schools in the preparation of their WASC applications. These experienced administrators work with the principal and WASC Leadership Team to design the school plan and respond to the WASC application criteria for school approval. It is expected that by spring, 2013, the WASC team will have visited the school and it successfully earned the highest new school three-year interim level accreditation.

**UC course approvals:** The A-G courses and those related to the healthcare careers theme all have UC approval and course numbers, and are listed in the LAUSD approved course guide. Upon receiving our WASC accreditation approval, we will submit our course list for College Board approval from the University of California, Office of the President (UOCP).

**d. Addressing the Needs of All Students:**

Hilda L. Solis Learning Academy will implement a comprehensive Response to Instruction and Intervention (RtI<sup>2</sup>) framework to meet the needs of all students. As described by LAUSD in Bulletin 4827.1, RtI<sup>2</sup> is based on supporting students with systematic intervention and extended learning opportunities. In particular, this means designing a tiered "pyramid of intervention" that clearly defines the entry and exit criteria

for academic intervention and referral to other “intervention” services.<sup>8</sup> RtI2 is an integrated approach using pedagogy, lesson design, and progress monitoring data to ensure the best instructional decisions for students, to ensure that every student will receive quality, standards-based instruction in all content areas to enable all students to graduate college-prepared and career-ready.

The RtI<sup>2</sup> framework establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early, and effectively, and high performing students have access to accelerated learning. The RtI<sup>2</sup> framework is based on the provision of good quality, first instruction and the use of data to identify students for appropriate acceleration and interventions. RtI<sup>2</sup> implementation is everyone’s responsibility and advances academic achievement through frequent progress monitoring, on-going data collection and analysis as well as the provision of immediate, evidence-based intervention for students who need it. The intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers.

In this schema, Tier 1 of RtI<sup>2</sup> functions as the instructional program that all students receive in order to succeed in school. Teachers at Hilda L. Solis Learning Academy will provide instruction that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards. All students will have universal access to this high quality instruction (i.e. 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). Differentiation will occur through modifications to the content (what is taught), process (how it’s taught), product (how learning is shown), and/or resources available in the classroom (core program or supplementary materials). In order to differentiate instruction to maximize student growth, teachers will add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, employ questioning strategies, allow for independent study, preview, review, re-teach, and frontload.

Tier 2 will include the set of “Strategic Interventions” for targeted groups of students who have experiences academic setbacks and need accelerated intervention and support to access the core curriculum. Put another way, strategic intervention will be for students who need additional time and type of instruction to learn successfully through more intensive (time and focus) instruction aligned to students’ instructional needs based on data from multiple measures. Strategic interventions will give students more time to learn either by using an instructional strategy used in the core or a different pedagogy – whichever benefits the student more.

Tier 3, known as “Intensive Intervention” will be for a small percentage of students that need individualized and/or very small-group instruction that is highly focused and designed to accelerate student progress. Tier 3 will include use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention.

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<sup>8</sup> For a description of the “pyramid of interventions” please see DuFour, R., Eaker, R., Karhanek, G. and DuFour, R. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn*. Bloomington, IN: National Education Service.

Progress monitoring at Tier 3 will be more frequent; drawing on assessments that provide in-depth information about a student's instructional needs and are used to identify academic deficits. In addition, close monitoring will allow for the adjustment of curricula and instruction/intervention. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that students have additional opportunity to succeed and learn.

English Learners (ELs) and Standard English Learners (SELs): Based upon data from feeder middle schools as well as Garfield and Torres High Schools, Hilda L. Solis Learning Academy anticipates having a high proportion of English Learners and Standard English Learners (approximately 25%). We are dedicated to serving their needs through a combination of modified instruction, a supportive school culture and other academic supports and targeted interventions. Teachers will receive professional development and will be familiar with appropriate methods for teaching ELs and SELs, some of which are noted below:

- Specially Designed Academic Instruction in English (SDAIE) strategies to provide access to core content in English using the 3 “C”s and an “I”: context, comprehensibility, connections, and interaction.
- Access strategies that support learning for ELs, SELs, and SWDs including cooperative and communal learning environments, instructional conversations, academic language development and advanced graphic organizers.
- Culturally Relevant and Responsive Education framework to build upon students' prior knowledge, integrate cultural strengths to develop instructional plans, and use culturally relevant literature, music and art.

At-Risk Students of Poverty: In addition to the strategies listed above, the Local District 5 schools have designed and implemented a wide variety of successful support programs that have increased achievement for at-risk students. Drawing from those successful models, strategies that will be developed include:

- Additional support period of English Language Arts and mathematics in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades
- Interdisciplinary project-based learning
- Use of adult and peer tutors
- Advisory period and the support of one caring adult
- Ipads with training to use as a learning tool to organize and present ideas
- Participation in the Local District 5 Writing Like A Reader / Escribiendo como una lector
- Participation in the Local District 5 and Los Angeles County Science Fair

Gifted and Talented Students (GATE): Hilda L. Solis Learning Academy will provide a rigorous GATE program. Students will be clustered for instruction provided by a classroom teacher who has extensive training in the implementation of differentiated, accelerated learning strategies. These strategies will:

- Advance the mastery of literacy in the core content areas at a pace and depth appropriate to the skills of the learner.
- Provide a diagnostic prescriptive model of instruction that allows for individual rates of mastery.

- Cultivate an environment that encourages creativity through divergent thinking.
- Encourage the development of originality, fluency, flexibility, and the elaboration of thought processes and products.
- Develop inquiry and challenging attitudes toward learning.
- Cultivate a commitment to lifelong learning and develop student capacity in the areas of civic, social, and personal responsibility.
- Enhance the use and application of technology as a learning tool to organize and present ideas.

Students With Disabilities (SWDs): Hilda L. Solis Learning Academy will offer students an eight course class schedule which will allow students with special needs the time in their daily schedule to work in a “learning lab” if needed. Our school will:

- Participate in a fully -inclusive model placing students in Least Restricted Environments.
- Support all teachers with complete implementation of students’ Individualized Education Plans (IEPs)
- Provide equal access to project-based learning opportunities for students with the same technology resources.
- Our school is committed to meeting all the outcomes specified in the Modified Consent Decree for students with disabilities and providing students with disabilities participation in rigorous, standards-based appropriate curriculum in a least restrictive environment as described in the Individualized Educational Plan for each student.

**e. Vertical Articulation**

Local District 5 has organized its schools into families that include early education centers, elementary schools, middle schools, and high schools that meet monthly during Leaders of Learning meetings. Each family is assigned Principal Leaders who facilitate articulation, data analysis and the problem-solving process, and conversations around effective instructional practices. The Garfield family, led by Jesus Angulo (Secondary) and Maria S. Martinez (Elementary), includes the following schools:

<b>GARFIELD FAMILY</b>	
Amanecer Primary Center	Fourth Street Elementary School
Belvedere Early Education Center	Fourth Street Primary Center
Belvedere Elementary School	Garfield High School
Belvedere Middle School	Griffith Middle School
Brooklyn Avenue Early Education Center	Hamasaki Elementary School
Brooklyn Avenue Elementary School	Hilda L. Solis Learning Academy
Eastman Avenue Early Education Center	Humphreys Elementary School
Eastman Avenue Elementary School	Marianna Elementary School
Esteban Torres: Performing Arts Academy	Monterey Continuation High School
Esteban Torres: Renaissance Academy	Perez Special Education Center
Esteban Torres: Engineering & Technology	Robert Hill Lane Elementary School
Esteban Torres: Academy of Art & Technology	Rowan Elementary School

Esteban Torres: Social Justice Academy	William Anton Elementary School
Ford Boulevard Elementary School	

In the 2010-2011 school year, each family in Local District 5 completed a self-study on the Long-Term English Learners (LTELs) that exist within its schools. This study informs the practices and professional development plans for the 2011-2012 year.

**f. Early Care and Education**

No services for teen parents or early care education will be provided at Hilda L. Solis Learning Academy.

**g. Service Plan for Special Education**

Please see Appendix O for Service Plan.

**B-2. Professional Development (PD)**

**a. Professional Culture**

There is a growing body of research on the power of collaborative adult professional cultures in schools as a positive and productive means for organizing the work of on-going school improvement (Garmston). In such cultures, professionals learn to talk about the —hard-to-talk-about|| details of learning, teaching, assessment and the cumulative effects of their work with students.

Researcher Karen Seashore Louis and her colleagues identified five attributes of collaborative cultures that improve learning for all students:

**Shared norms and values.** These include such things as how people talk to one another, what they talk about, and agreement on what is most important and what the essential goals and standards for student performance are.

**Collective focus on student learning.** This means focusing on student products and performances and taking honest and hard looks at assessment data to guide curriculum and instructional choices. Choices are driven by student needs and not teacher preferences. The social resources of communication skills and relational trust are necessary requisites.

**Collaboration.** Teaching is increasingly a collective task. Students learn from cumulative effect. Teacher collaboration occurs both horizontally across grade levels, teams and content areas and vertically as the work of teachers feeds year-to-year achievement. To collaborate means to share knowledge, skills, questions and concerns with engaged colleagues and act in students’ interests.

**Deprivatized practice.** Teaching has historically been an isolated act done behind closed doors. To deprivatize practice means to open these doors physically, emotionally and metaphorically. By looking at student work, assessment data, and lessons designed together, teachers align their work with others.

**Reflective dialogue.** How school people talk may be as important as what is talked about. To dialogue is to inquire, examine assumptions, and generate new thinking in an atmosphere of seeking to understand. The practice of dialogue becomes a self-organizing energy source and organizer within a professional culture.

Hilda L. Solis Learning Academy is dedicated to effective teaching and learning practices and to creating a collaborative school culture. To this end, the school will implement the structures that are incorporated in both the *Adaptive Schools* and the Cognitive Coaching<sup>SM</sup> research-based models (Garmston). We recognize that the culture of the school – the pattern of adult interaction, the traditions, rituals, and shared norms – has a strong influence on student achievement. In our implementation plan we have delineated the types of activities and professional development sessions where the above structures will be implemented.

This professional culture will be initiated immediately upon opening the school. Local District 5 has ongoing cohorts of learners for RtI<sup>2</sup>, *Adaptive Schools* and Cognitive Coaching<sup>SM</sup>. Staff members (including classified staff) will attend training in these models. These frameworks will underlie all professional development meetings at Hilda L. Solis Learning Academy.

## **b. Professional Development**

Hilda L. Solis Learning Academy has developed a detailed professional development plan extending past the legal/compliance mandates of LAUSD and supporting the instructional program outlined in this proposal. Autonomy is required in order to implement this plan effectively and with fidelity to support the curriculum and instructional goals of the school. (LIS Wavier #7)

Professional development and teacher collaboration will be organized in three ways: 1) school wide; 2) interdisciplinary teams and 3) content-alike teams. Below is the outline for professional development for teachers to address the schools top priorities:

### School wide Professional Development

RtI<sup>2</sup>: Understanding the Framework: Focus on Good First Teaching

Common Core Standards

Disciplinary Literacy

*Adaptive Schools* / Cognitive Coaching<sup>SM</sup>

16 Habits of Mind of Successful Individuals

Teaching Effectively with Technology (Ipad, Taskstream, Ripple Effects, SmartBoards)

Differentiated Instructional Strategies to Ensure Access to the Core for All Learners

Curriculum Development for Advisory

Accreditation

### Interdisciplinary Teams

Curriculum Development for project-based learning

RtI<sup>2</sup>: Implementing the Problem Solving Model to Address Student Needs (Personalization)

Content-alike Teams

Strategic Planning for common pacing and assessments

RtI<sup>2</sup>: Implementing the Problem Solving Model to Address Student Needs (Personalization)

Continuous modification of Instructional Guides for ELA and mathematics

Curriculum Development for Intervention Classes and Specialized Electives

All professional development activities will be practice-oriented with structured follow-up activities. Through ongoing use of collaboration time to refine and revise common lessons, develop common formative assessments, and share instructional strategies and best practices, teams will take solution-centered approaches to address student learning needs. Our educators value professional inquiry, reflection and problem-solving by team members.

Hilda L. Solis Learning Academy is requesting to combine professional development banked days with shortened day hours to be able to hold professional development Tuesdays 35 times throughout the school year. This professional development waiver will allow us to meet weekly, thus enabling our staff to partition our meeting time between faculty meetings, interdisciplinary teams, and content-alike teams. The greater frequency of weekly meetings will also provide more consistency and coherence for our ability to plan and evaluate on a regular basis. (LIS Waiver #5)

See Appendix G for calendar.

**i. Management of Multiple Schools**

Local District 5 will provide the expertise and leadership for the staff at Hilda L. Solis Learning Academy in the areas of RtI<sup>2</sup>, *Adaptive Schools*, Cognitive Coaching<sup>SM</sup>, Costa's 16 Habits of Mind, and Introducing the Common Core Standards. Our school will be part of Cohort 4 of the RtI<sup>2</sup> Implementation, and there are ongoing cohorts for learning Beginning Cognitive Coaching<sup>SM</sup>, Advanced Cognitive Coaching<sup>SM</sup>, and Group Cognitive Coaching<sup>SM</sup>, and *Adaptive Schools*. All sessions are available on the Learning Zone.

**c. Teacher Orientation**

For teacher orientation, Hilda L. Solis Learning Academy will focus on introducing and reinforcing the professional culture outlined in section B-2a above. It will be necessary to acculturate new staff to our vision, mission, core values and core beliefs. To accelerate this process, the school will pair staff (whether new to the profession or new to the school) with a peer "buddy". Staff will be matched to a colleague who is in the same content area (if possible). Via peer mentoring, we aim to assist staff in becoming acquainted with the roles and expectations of our collaborative culture.

We anticipate the staff will need support and guidance in expanding their notions of what is included in “data” to include formative and performance-based common assessments aligned to both California and to Common Core standards. Most importantly, the professional development structure described above will be responsible for reinforcing the shared definition of best first instruction at the heart of our instructional program. Where appropriate, staff orientation will include differentiated support. In this way, we aim to ensure that all staff will understand that quality instruction that actively engages students is the best and most authentic preparation for high-stakes assessments and college and career pathways.

Finally, all staff will need to be provided clarity of expectations, school rituals and routines. These include:

- Classroom management: developing classroom procedures and routines to maximize student learning
- Equity and diversity: culturally relevant teaching practices
- Reporting procedures for sexual harassment and child abuse
- Grading and reporting policies
- Teacher evaluation process using the *Teaching and Learning Framework*
- Resources for special populations (IEP, GATE, etc.) Student Success Team (SST) and Coordination of Services Team (COST) procedures, legal requirements of the IEP
- School information and policies: homework policy, room environment expectations, modified block scheduling, lesson plan expectations
- School safety: earthquake and fire drill procedures, emergency supplies, school-wide discipline plan, policy for bullying behavior
- Materials: location of instructional materials, available technology, acceptable use policy
- Communication with staff, students, and parents, community resources

#### **d. PD Program Evaluation**

In order to evaluate the success and effectiveness of the professional development program at Hilda L. Solis Learning Academy, a Professional Development Committee will be set up to analyze data, create a maintain a written plan and make recommendations to the Governing School Council.

Benchmarks and achievement goals will be established based upon data. The plan will be revised as student data and work products indicate measurable growth and attainment of benchmark metrics. Administrators will use the software that is part of the LAUSD *Teaching and Learning Framework* to collect data during classroom observations. The software will disaggregate the data of multiple observations focusing on various aspects of classroom practice. The teachers will receive timely feedback through documentation and dialogues with the administrator and other teachers to support and improve their practice.

Hilda L. Solis Learning Academy is proposing to implement Instructional Rounds<sup>9</sup>. This methodology involves educators in structured observations of classrooms in order to discuss instructional practices linked to school improvement efforts and to identify instructional exemplars. As a part of Instructional Rounds, observers engage in “landscaping” in order to focus on key issues that impact the instructional core. These issues (one identified) are directly observable, actionable, and connect to a broader strategy for improvement. Observers then observe, collect data, debrief, and identify next steps as a part of the evaluation of classroom teaching and learning. The data from this protocol will inform the selections of topics for upcoming professional development and the effectiveness of previous learnings.

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<sup>9</sup> City, E. A., Elmore, R. F., Fiarman, S. E, and Tietel, E. (2009) *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge, MA: Harvard University Press.

### **B-3. Assessments and School-wide Data**

#### **a. Student Assessment Plan**

Informal assessment via deliberate structured teacher questioning will be the first-level of assessment in the classroom. Teachers will use questioning, Socratic Seminar, and other techniques to move students' thinking higher on Bloom's Taxonomy and to demonstrate critical thinking and problem-solving. Throughout the school, efforts will focus on expanding the teacher repertoire of what checking for understanding means to arrive at common expectations for both formal and informal assessment based upon multiple measures.

Whenever possible, teachers will provide students assessment opportunities online. By utilizing a system such as Core K-12 Progress Monitoring, students receive immediate feedback and teachers have access to rich data that can be disaggregated in a number of ways. Many assessment systems have the ability to capture information about their problem-solving sequences, knowledge, and strategies, as reflected by the information they select or input, the number of attempts they make, the number of hints and feedback given, and the time it takes them to solve a problem.

All formative and summative assessments designed by teachers will be aligned to State and Common Core standards. It is the responsibility of all teachers to ensure their use of assessments is directly aligned and used for the benefit of student success, as measured by multiple measures. In particular, blueprints from the CST, CAHSEE and CELDT will be used to guide instructional pacing and delivery. In addition, Hilda L. Solis Learning Academy will continue to use the Secondary Periodic Assessments as a formative measure of student progress in Science and History/Social Studies. Because of the Instructional Guides for English Language Arts and Mathematics, benchmark assessments and the calendar for administration will be modified. The autonomy required should be granted (LIS Wavier #4) in order that the assessments can be aligned to the core, intervention and Common Core standards (as outlined in the Instructional Guides). Teachers will develop these quarterly assessments prior to each unit of study using the CST and CAHSEE blueprints, Core K-12 items, and sample items from the Smarter Balance Consortium for Common Core. We will continue to use item analysis to pinpoint key standards where students are struggling to achieve mastery, and provide appropriate targeted interventions.

We plan to augment these existing measures with school-developed rubrics for student assignments, as well as performance-based assessments to assess interdisciplinary culminating projects and portfolios of student work. For example, our plan to develop students' writing skills across the curriculum will be supported through the development of standards-based rubrics that we develop and score collaboratively. These formative assessments will provide a more frequent measure of student progress that can be used for targeted re-teaching and spiraling of key standards.

The following table outlines the student assessment plan for Hilda L. Solis Learning Academy:

<b>ASSESSMENT</b>	<b>GRADE LEVELS</b>	<b>FREQUENCY</b>	<b>RATIONALE</b>
<b>CST (summative)</b>	9 <sup>th</sup> – 11 <sup>th</sup>	annually	State-mandated student achievement indicator
<b>LAUSD Periodic Assessments for science, history (formative)</b>	9 <sup>th</sup> – 12 <sup>th</sup>	quarterly	Standards-based, aligned to LAUSD Instructional Guide, guides instruction, familiarizes students with CST format and rigor
<b>School-Developed Benchmark Assessments for ELA and math</b>	9 <sup>th</sup> – 12 <sup>th</sup>	quarterly	Standards-based, aligned to school Instructional Guide, guides instruction, familiarizes students with CST format and rigor
<b>ELD portfolio (formative)</b>	9 <sup>th</sup> – 12 <sup>th</sup>	ongoing	Authentic assessment aligned to ELD standards and instructional guides. Ensures multiple measures for looking at EL performance.
<b>ELD Progress Monitoring (formative)</b>	9 <sup>th</sup> and 10 <sup>th</sup>	Approximately every 2 weeks	Standards-based measure to provide teacher feedback in order to adjust instruction and student feedback as to progress towards proficiency
<b>CELDT (summative)</b>	9 <sup>th</sup> – 12 <sup>th</sup>	annually	State-mandated accountability to measure progress of English Learners
<b>LAUSD CAHSEE Diagnostic (ELA and math)</b>	9 <sup>th</sup> and 10 <sup>th</sup>	Annually	Standards-based, provides data on learning gaps prior to CAHSEE administration
<b>Teacher-created benchmark tests (summative)</b>	9 <sup>th</sup> – 12 <sup>th</sup>	ongoing	Authentic standards-based measures to calibrate expectations of teaching community and provide student feedback
<b>Informal and formal Progress Monitoring Assessments (formative)</b>	9 <sup>th</sup> – 12 <sup>th</sup>	Ongoing	Alignment to expectations of teaching and student learning. Provides intermediate benchmark data.
<b>Interdisciplinary Projects (summative)</b>	9 <sup>th</sup> – 12 <sup>th</sup>	ongoing	In alignment with the school's instructional philosophy, students will complete comprehensive projects which meet the standards in multiple content areas.

We have outlined a plan for the development and implementation of interdisciplinary projects as a key instructional strategy at Hilda L. Solis Learning Academy. This will require the development of authentic performance-based assessments (oral and multi-media presentations, etc.) that measure what and how students are demonstrating mastery of content standards and Habits of Mind. Throughout our school, all

assessments will conform to the key principles of assessment – validity, reliability, equity and feasibility.

**b. Graduation Requirements**

Hilda L. Solis Learning Academy will follow LAUSD policy (see BUL-5186.0 *Graduation Requirements for the Graduating Classes of 2014 and 2015*) with regards to graduation requirements. All students graduating from Hilda L. Solis Learning Academy will complete the fifteen-course college preparatory A-G requirements courses with a passing grade of “D” or better for high school graduation, and “C” or better to meet the minimum University of California (UC)/California State University (CSU) requirement. Students must satisfactorily complete 230 credits (composed of 155 credits of core curriculum and 75 credits of elective courses), pass the California High School Exit Exam (CAHSEE), and meet the non-course requirements of computer literacy, career pathways and service learning.

In addition to the requirements set forth by LAUSD, Hilda L. Solis Learning Academy plans to develop and add the satisfactory completion of the Senior Project as a high school graduation requirement, in order to participate in the graduation ceremony, which will also embed the District service learning requirement (rather than a separate expectation). The Senior Project will focus on healthcare issues and function as a culminating assessment, with student exposure to multiple, smaller scale culminating projects in prior grade levels. Completion of the interdisciplinary, multi-grade project along with the completion of the LAUSD requirements will determine a student’s readiness to graduate.

### **c. Data Collection and Monitoring**

Three key premises will guide the data collection and monitoring at Hilda L. Solis Learning Academy:

- There must be provision of a user-friendly set of formative, diagnostic, and progress monitoring assessments that reflect the standards and curriculum.
- Data systems must be both useful and used to track student achievement and to inform key decisions. Staff must have access to the data that are most needed and useful and receive training about data use and data systems as needed.
- School leaders, teachers, and students must discuss assessment results openly and honestly in large-group, small-group, and individual meetings.

Hilda L. Solis Learning Academy will establish a school wide Data Team comprised of the Principal, counselors, department chairs / content leads, Title I / Bilingual Coordinator, and two parent representatives from SSC and ELAC. The Data Team will be responsible for reviewing all key indicators of school performance and student achievement. Most importantly, the Data Team will act to “filter” the data in a strategic fashion with an eye toward presenting data to different stakeholder groups in used-friendly formats using visual/graphic tables and graphs. Put another way, the Data Team will enable the transformation of “data” into “information” that can be used to guide and modify school planning and instructional decision-making. The Data Team will meet on a bi-monthly basis to review both formative and summative indicators of achievement, and then plan and coordinate the dissemination of data to stakeholders engaged in helping support and monitor school improvement.

### **i. Management of Multiple Schools**

At each level in LAUSD (school-, family-, local district-, and District) goals are set and metrics are put into place for the evaluation of our success at meeting the needs of all students. These goals and performance metrics help guide each individual, school, and local district to keep an unwavering focus on student achievement. The targets will act as a guidepost so that what we do every day and how we utilize our increasingly limited resources to enable us to make good on the promise to prepare all of our students to graduate college prepared and career ready. Data at each level will clarify the present situation and help to define best practices that will support learning for all students.

#### District Level

Our Superintendent, Dr. John Deasy released the LASUD Performance Meter in April, 2011. This metric focuses on the District goals of:

- 100 Percent Graduation
- Proficiency for All
- 100 Percent Attendance
- Parent and Community Engagement
- School Safety

Local District Level  
Local District 5 Roadmap

School Level  
Hilda L. Solis Learning Academy Performance Plan (see Appendix E)

## **Category Two: School Culture, Climate, and Infrastructure**

### **B-4. School Culture and Climate**

#### **a. Description of School Culture**

The school culture at Hilda L. Solis Learning Academy will be driven by the core beliefs of 1) consistent high expectations for all students; 2) personalized learning for each student in a safe environment; 3) highly effective leadership; and 4) meaningful engagement with parents and community as partners. Our school will provide a sound educational program for all students through its rigorous college-preparatory curriculum, its culture of high expectations for all students, highly qualified administrators and teachers in a personalized 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.

Safety is a top priority at Hilda L. Solis Learning Academy. Students will wear the school uniform, which at Hilda L. Solis Learning Academy will surgical scrubs. Each class year will select its color to inspire pride. The primary value of the requirement that all students wear uniforms is the elimination of identification or visual affiliation with any gang or group. Students and staff will be required to wear a school identification badge on a lanyard while on site. The purpose is to ensure identification of people and the places they should be.

Students will engage in activities, rituals and routines that promote pride and identity. The modified 2 x 8 bell schedule will reduce the number of transitions so students will spend more academically engaged time than in a regular 6-period day. Clubs, such as Mathematics Engineering and Science Achievement (MESA), Health Occupations Students Associations (HOSA), and Chicanos for Creative Medicine (CCR) will offer students an opportunity to meet other students who share a common interest, get involved in community philanthropy and develop positive leadership skills.

In order to maintain a culture that promotes trust, professionalism and continuous improvement amongst staff and students, Hilda L. Solis Learning Academy will implement the following strategies:

- A collaboratively created student handbook to establish norms, values, and standards of behavior
- Student assemblies to reinforce behavior and attendance expectations

- An Advisory period to personalize the monitoring of each student’s progress towards academic, behavioral and attendance expectations and provide socio emotional support from a caring adult
- A positive behavior support plan and progressive discipline policy
- A safe, orderly, clean and secure campus supported by school police and sheriff presence, as well as campus aides and volunteers
- Regular on-going recognition of student effort and achievement during assemblies with prizes offered by our community partners
- Student scholarships for academic excellence and / or community involvement
- High expectations for students that are explicitly communicated through the Advisory period teacher and implicitly communicated through rigor found in classroom activities and assignments
- Meaningful staff development activities designed to encourage professional dialogue and continuous improvement of practices
- Support for new teachers to help them in becoming more successful through BTSA and peer mentoring
- Regular data analysis of both department-specific and school-wide data to determine continuous school improvement strategies and develop innovative responses to issues and concerns
- Leadership opportunities for students in the classroom and in school decision-making
- Encouragement for teachers who want to pursue additional leadership opportunities and / or credentials and additional degrees

#### **i. Management of Multiple Schools**

As a new Local District 5 school, many of the overarching school reform tenets that are present in the culture of the existing campuses will extend to Hilda L. Solis Learning Academy. Some of those reforms are: RtI<sup>2</sup>, *Adaptive Schools*, and Cognitive Coaching<sup>SM</sup>. Professional development opportunities at the school site and local district are focused around these tenets and many staff members (who may be a part of Hilda L. Solis Learning Academy) have already been acculturated with these ideas and beliefs.

#### **b. Student Support and Success**

The Hilda L. Solis Learning Academy culture will encourage high levels of student achievement, tolerance for divergent opinions, and a guarantee that all students can feel safe and secure in a protected learning environment. Students will be academically challenged and will be experiencing positive results. They will gain confidence in their abilities, engage in social activities, and fully participate in the school and greater community. They will feel a sense of “belonging” and be motivated to come to school and graduate. Interdisciplinary, hands-on project-based learning that scaffolds at each grade level (increasing in complexity) allows students to advance as they master skills along the way. Infusion of medicine and healthcare into all subjects brings real-life connections to learning that will promote students to become independent self-regulated learners.

High expectations for our students as expressed in the vision statement extend to student behavior and culture. Students will be nurtured in a positive behavior environment with the expectation that they will remain in school until graduation. The school will move students from “college interested” to “college bound” first by requiring A-G coursework. Hilda L. Solis Learning Academy, through the framework of Response to Instruction and Intervention (RtI<sup>2</sup>) will provide needed support and/or enrichment during the school day through differentiated learning opportunities.

A valuable support resource will be our Coordination of Services Team (COST) which is a student-centered approach that focuses on supports and services that help students reach specific goals and outcomes. Decisions are made by a team including teachers, counselors, and administrative support. Teams meet monthly or more often to discuss the academic and emotional needs of students who are struggling and will design support systems for them. If through the COST team structure it is found that students need additional support, outside agencies will be resourced including: LAUSD School Mental Health Units and partnerships with other community agencies. Common planning time also provides an opportunity for teachers to discuss students’ academic and personal challenges, and then design and implement personalization (RtI<sup>2</sup>) interventions needed to ensure Hilda L. Solis Learning Academy students’ success.

Another important resource is the Advisory teacher. Through daily interactions with a caring adult, a relationship of trust will be built. The Advisory teacher will monitor academic progress and provide social and behavior structures and expectations to students.

### **c. Social and Emotional Needs**

Hilda L. Solis Learning Academy will develop several integrated systems designed to provide students with social and emotional support including the implementation of *Ripple Effects* as part of Advisory. *Ripple Effects* is a computerized training intervention to build personal strengths, change behavior and address personal problems. Students will use it for 15 minutes per day at least three days during the week. It provides accurate, science-based information on 700 topics that address social emotional competence. The seven core personal characteristics that the program promotes are: self-understanding, assertiveness, empathy, management of emotions, problem solving, impulse control, and a set of skills and values for connecting to the community. For additional information go to: [www.rippleeffects.com](http://www.rippleeffects.com). The data generated from *Ripple Effects* will assist the school in making decisions on our school-wide approach to positive behavior as well as for individual student needs.

Another component of Advisory will be the explicit teaching of the sixteen Habits of Mind of Successful Individuals. Discussions will occur about the explicit teaching and learning of these Habits of Mind throughout all areas of students’ lives. Students will self-monitor their learning experiences their achievement of proficiency in their Task Stream e-portfolios.

A school-wide Positive Behavior Support plan will ensure that all students and staff have clear expectations of appropriate conduct and systemic protocols to deal

consistently with behavioral issues. The LAUSD Office Discipline Referral (ODR) online system will be utilized to monitor referrals for behavior and other reasons so that appropriate interventions can be utilized in an “on time” basis to keep the school environment positive. The data generated by the ODR will assist the school in making decisions on our school-wide approach to positive behavior as well as with response for individual student needs.

The counselor, school psychologist and school nurse will collaborate to offer group and individual counseling to students identified with support needs. The school will utilize the processes of the Coordination of Services Team (COST), Student Success Teams (SST) and School Attendance Review Board (SARB) as a support for students on an individual basis.

Some students will be trained as peer mediators through the Los Angeles County Bar Associations Peer Mediator Program. The Center for Civic Mediation Youth Program is designed to reduce and prevent acts of frustration and violence among youth. Services include early intervention, violence prevention programs on school campuses in the Los Angeles Unified School District.

To support our freshman in 2013, Hilda L. Solis Learning Academy will develop “Link Crew” which trains members of the junior and senior classes to be Link Leaders who act as motivators, leaders and teachers who guide the freshman to discover what it takes to be successful during the transition to high school.

All students will have opportunities for extra-curricular activities including clubs, dances, festivals and various athletic programs will help students connect socially in meaningful situations. Our school will take pride in the talents of students by creating opportunities to feature and celebrate student work. The point is to create as many connections as possible and make sure students feel revered in a “success for all” culture. The effectiveness of all these programs will be measured by anecdotal records, observation, student/parent/teacher survey and ultimately through our high student retention, graduation and college-going rates.

#### **d. College and Career Readiness**

Through carefully cultivated partnerships with local businesses and organizations such as HCCT, Hilda L. Solis Learning Academy will provide multiple rich and meaningful opportunities, both in and out of school, to learn about and participate in college and healthcare career-related experiences.

The establishment and implementation of healthcare partnerships will focus on the support of student learning by providing situated learning opportunities through internships and apprenticeships, and through positive mentoring relationships. Students will learn to understand their place in the community and the larger world and design and participate in service projects focused on addressing critical healthcare issues.

Hilda L. Solis Learning Academy will take full advantage of its proximity to East Los Angeles College and California State University Los Angeles partnering with specific

grant-funded programs to increase the number of qualified graduates pursuing healthcare careers. We will develop a “fast track” with East Los Angeles Community College (ELAC) for qualified juniors and seniors to take college courses for credit either on the ELAC campus or by inviting college faculty to teach at Hilda L. Solis Learning Academy. Local medical schools (USC, UCLA, Charles Drew University) and nursing colleges (Los Angeles County Nursing School, Cerritos College, East Los Angeles County Occupational Center, Mt. Saint Mary’s College, Charles Drew University, etc.) and White Memorial Hospital will supply guest speakers and arrange for student field trips to their campuses.

Every student will maintain an online Individualized Learning Plan (in their Taskstream e-portfolio) that will address their progress towards graduation and post-secondary education. This will be done under the supervision of counseling staff and their Advisor. Counseling staff at Hilda L. Solis Learning Academy will provide a wide variety of supports to help students achieve college-readiness:

- Workshops of parents and students to prepare for PSAT, SAT, ACT, FAFSA, grants and scholarship, and college applications
- Campus visits and presentations from college representatives
- Participation in the annual College / Career Fair
- Counseling staff will also track students’ post-secondary successes using senior exit information and follow-up contacts (emails, letters, phone calls and alumni surveys). This post-graduation information is important to assist us in restructuring programs to provide students optimum opportunities for college preparation.

Acceptance letters are reason for celebration at Hilda L. Solis Learning Academy and individual posters will be created for each acceptance letter seniors bring to school. These posters will be hung in the hallways outside the door of students’ Advisory class.

#### **e. School Calendar/Schedule**

Hilda L. Solis Learning Academy will operate on a 180-day early-start calendar (see Appendix H). With an innovative combined 4x4 and 2x8 schedule (see Appendix I), our school will be able to offer more healthcare career focused electives and students can earn more credits per year to complete their A-G requirements. This schedule also allows for during-the school-day intervention based on our  $RtI^2$  problem solving framework. Class sizes will be based initially on the District norms, with budget flexibility provided to reduce class sizes in academic core and intervention classes. In order to implement this innovative schedule, we are requesting the autonomy provided in the Local School Stabilization and Empowerment Initiative (LIS Wavier #5).

#### **f. Policies**

As an internal applicant, Hilda L. Solis Learning Academy plans to follow LAUSD policies for retention and graduation. Attached (as Appendix J) is the Hilda L. Solis Learning Academy Positive Behavior Support Plan and Discipline Policy. This document will be revisited regularly by the Discipline Committee and amended as needed. In order to make necessary policy changes, as determined by the Discipline Committee, we are

requesting the autonomy provided in the Local School Stabilization and Empowerment Initiative (LIS Wavier #12).

In order to participate in the graduation ceremony and receive a high school diploma, students will conform to the requirements set forth by LAUSD in BUL-5186.0. All students are required to successfully complete 230 credits (155 core curriculum and 75 elective courses) in order to graduate. Students must pass the California High School Exit Exam (CAHSEE). Because of the specific focus on healthcare careers, the required five-credit course of Health will have to be taken during the regular semester on campus at Hilda L. Solis Learning Academy. Additionally, seniors will complete a senior project in Taskstream as a high school graduation requirement, in order to participate in the graduation ceremony, which will also embed the District's Service Learning requirement (rather than a separate expectation). The senior project will function as a culminating assessment, with students showcasing their work on multiple smaller-scale culminating projects at prior grade levels. Completion of the interdisciplinary, multi-grade level senior project along with successful completion of the LAUSD requirements will determine a student's readiness to graduate.

Safety matters are vitally important at Hilda L. Solis Learning Academy and there are three additional supports beyond the LAUSD District mandates that are required to ensure all students are safe in the school environment.

1. Additional campus aides. It is imperative that there are three (3) campus aides on campus at all times to perform the following duties:
  - a. Patrol school corridors, locker rooms, rest rooms, assembly and athletic facilities, gymnasiums, bus-loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
  - b. Provide information to school administrators regarding causes and effects of campus and community tension.
  - c. Gather information and provides advice regarding gang activities.
  - d. May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.

With the budget cuts in recent years, there are only three out-of-classroom certificated employees (Principal, APSCS, categorical coordinator) to monitor a four floor campus including common areas and a gymnasium.

2. Twenty-four additional high definition video surveillance cameras (located in hallways, stairwells, outside walkways, and the lunch area) to capture situations which might not otherwise be observed by responsible adults. Presently the plans are only for eight. This is a high risk situation with potential for loss of property and personal assault. It is critical that an orderly and safe campus is established from opening day. Setting the tone for the culture of the school will occur during the first few weeks, and additional security is vital.
3. Due to the small numbers on this campus, this school would only be normed for one physical education teacher. If this staffing ratio is adhered to, one of the locker rooms would be unsupervised. Also, the configuration of the gymnasium (two floors) and lack of green space dictates that physical education activities be performed in smaller groups than on a large traditional field or a full-size gym. This additional position would ensure adequate supervision for safety.

In order to implement these safety policies, we are requesting the autonomy provided in the Local School Stabilization and Empowerment Initiative (LIS Wavier #13).

As the focus of Hilda L. Solis will be preparing students for careers in healthcare, we are requesting that the school be staffed with a full-time school nurse and a full-time psychiatric social worker. Providing these services to students is critical to their academic success, but the additional capacity these staff could provide is teaching and real-world context for careers in medicine. In order to provide these additional staff, we are requesting the autonomy provided in the Local School Stabilization and Empowerment Initiative (LIS Wavier #13).

## **B-5. Parent and Community Engagement**

### **a. Background**

Hilda L. Solis Learning Academy will be located in the heart East Los Angeles and relieve over-crowding at Garfield, Esteban Torres and Wilson High Schools. It is located in unincorporated East Los Angeles, which is bounded by the city of Los Angeles to the west, and the northwest, the city of Monterey Park to the northeast, the city of Montebello to the east, and the city of Commerce to the south. As of the 2000 census, the following statistics provide insight as to the demographics of the community:

- There were 124, 283 people living in East Los Angeles
- Hispanics make up about 97% of the population with primary countries of origin being Mexico 90%, El Salvador 4%, Guatemala 3%, with other Latino countries making up 3%
- Speakers of Spanish as a first language accounted for 87.30%, while English accounted for 12.65%.
- Percentage living in poverty in 2009: 80%
- The median income for a household in the median income for a family was \$29, 755.
- The median gross rent in 2009: \$868
- Primary class of workers: employee of private company
- Foreign-born population: 46.3%

### Strengths

The East Los Angeles community residents have many strengths that can be used for the betterment of the community. The majority of community members speak Spanish as a first language. This ability allows people to work together regardless of socio-economic status or generation differences. Creativity, determination, and a networking ability are other strengths that are prevalent in Latino communities and can be used to help organize a strong parent and community engagement center. The East Los Angeles community has a long history of community involvement in education and other civil rights issues such as the East LA Walk-Outs of 1968 that lead to educational reforms such as bilingual education and Mexican-American (Chicano) studies. East Los Angeles has the largest concentration of Mexican Americans in the United States and this fact results in a deep cultural appreciation and pride. Also, the East Los Angeles community has nurtured and produced many cultural artists like Los Lobos, Anthony Quinn, Josephina Lopez and Quintosol.

### Assets

One of the most important assets of the East Los Angeles community is that it is located in the metropolitan area of Los Angeles. This location allows for access to resources provided by universities, community colleges, non-profit organizations, and private organizations. The local community and the greater Los Angeles community are filled with people and organizations that are interested in education and are willing to offer their time, expertise, and resources for the benefit of students as they prepare for various medical careers and to help them make a difference in the community

### Values

Latino families traditionally emphasize interdependence over independence and cooperation over competition. These values can be used to engage parents and community members to contribute their effort to build a strong school community. Interdependence has been a part of the Latino culture for many centuries and it is manifested in family traditions and networks. Cooperation amongst Latinos is another value that adds to the family dynamic in many Latino families. Respecting and embracing these values can assist community outreach programs and will encourage members of the community to engage in meaningful school improvements. The heightened sense of collaboration amongst Latinos also fosters networking opportunities among stakeholders. It is these values that can be used to encourage community empowerment and involvement, leading to successful community partnerships that will improve student achievement. Another deeply-held value is the community's reverence for education. Parents have a strong interest in the education of their children and hold opinions about how their children should be educated. They are deeply interested in advancing their children's education and in creating an opportunity for a prosperous future.

### Critical Needs

The high poverty rate and the low average income of this community demonstrate the low social-economic status of this community. There is empirical evidence that found that students who live in a high-poverty neighborhood have higher school dropout rates. Poor communities may influence adolescent development as a result of the lack of resources, lack of parental education, and through exposure to peers who may have dropped out of school (Orfield, 2004). Students' low-income status affects their education because they may live in a household without a healthy diet or adequate medical care. There is a high percentage of the population without medical insurance. Monetary difficulties may lead to a broken home or a single parent living arrangement. Parents may have two or three jobs which do not allow them to be at home supervising their children or participating fully in their education. Furthermore, there is a high youth incarceration rate and street gangs in these neighborhoods that negatively impacts student learning and motivation.

These facts translate into a school with a population of over 700 students that will consist of 25% English Learners, 10% will need special education services, and 85% will be of low socioeconomic status. Moreover, the data from the schools being relieved (Garfield, Esteban Torres and Wilson High Schools) demonstrates the need for Hilda L. Solis Learning Academy to have a laser-like focus on the instructional program in order to

meet the needs of a diverse group of learners as they prepare for post high school graduation success.

## **b. Strategies**

Hilda L. Solis Learning Academy believes that family and community engagement is an essential component for student success. The meaningful participation and collaboration between students, parents, families, and community members and the school is central to our core beliefs. Students and their families need to feel connected and responsible for their community as well as their school. In order to foster this important relationship, the school will use many engagement strategies to bring parents and guardians into a more active role as their children's academic and social support. In addition to the family partnerships, the school will maintain close ties with its community and continue to reach out to agencies and businesses to support the school.

Hilda L. Solis Learning Academy commits to building engagement capacity through effective communication with the home and community, supporting parenting, encouraging volunteerism, supporting at-home learning, involving parents and community in decision-making and advocacy. The school and its partners will develop the Hilda L. Solis Learning Academy Family and Community Engagement Plan, to be available via the school website and brochures in the school offices, Parent Center, and community venues to formalize this collaborative environment. Parents, families and the community are invited and encouraged to be involved stakeholders in the school; the Parent Center, located at the entrance to the school across from the reception desk, will serve as a "first-stop" to promote a sense of welcome.

So that Hilda L. Solis Learning Academy can provide a responsive and inviting school climate to increase the level of family and community engagement, the following strategies will be implemented:

- Hilda L. Solis Learning Academy will hold quarterly meetings for and with parents, family and school community members to inform, explain, and invite an on-going dialogue concerning school and student progress data, budget expenditures, and school programs. Ideas and concerns generated at these meetings, along with yearly student / teacher / parent surveys will help school leadership teams (School Site Council) assess the effectiveness of school programs, including the family and community engagement component.
- Hilda L. Solis Learning Academy will host Back to School Night, a student-centered Open House, and PHBAO conferences. These activities allow parents/guardians the opportunity to monitor student progress and learn how they can help their children achieve their goals. These events also provide community partners the chance to reach out to parents/guardians, offering pamphlets of services and other information to support families. The school will actively recruit family and community participation at all school activities, athletic events, and student showcases through on-going communication via its website, phone calls, emails, flyers, newspaper articles, and letters.

- Hilda L. Solis Learning Academy will provide opportunities for parents/guardians to participate in the Parent Institute for Quality Education (PIQE) classes. This nine-week institute addresses the following six topics: 1) Understanding the High School System; 2) Identifying the Classes that Form Part of the A-G requirements; 3) Recognizing the Importance of the Grade Point Average (GPA); 4) Reviewing Other Important Requirements and Programs; 5) Discussing Higher Education Options and 6) Identifying the Different Financial Aid Options. Upon completion, parents receive a certificate and are celebrated with a graduation ceremony.
- The school counselor will conduct counselor-led conferences to create maintain and monitor each student’s Individualized Graduation Plan (IGP). The purpose of the IGP is to support and ensure students’ successful preparation for post high school options such as college, vocational education, or entrance into a career. Parents/guardians are required to attend all counselor-led conferences each year as a means of monitoring their student’s progress toward graduation. In cases where parents/guardians cannot attend, parent advocates will sit in on these conferences with students.
- For each grading period, counseling staff will identify students with two or more “D’s” and/or “Fails”. They will counsel students and parents/guardians about the credit recovery options available.
- The school/parent compact and an accompanying brochure will be provided to students and families each fall upon enrollment at the school, delineating the expectations of 100% graduation for all students and the opportunities for parent and community involvement.

**c. Key Community Partnerships**

School-community partnerships at Hilda L. Solis Learning Academy will support efforts to generate essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods. Building such partnerships calls for an enlightened vision, creative leadership, and new multifaceted roles for professionals who work in schools and communities, as well as for all those who are willing to assume leadership.

In order to build these meaningful and successful partnerships, Hilda L. Solis Learning Academy will embrace “break-the-mold” thinking about possible school-community connections. Partnerships may be established to enhance programs by increasing availability and access and filling gaps. The partnership may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; volunteer assistance; pro bono services, mentoring and training from healthcare professionals; information sharing and dissemination; networking, recognition and public relations; mutual support; shared responsibility for planning, implementation and evaluation of programs and

services; community service, internships, jobs recreation, enrichment, enhancing safety; shared celebrations; building a sense of community.

Hilda L. Solis Learning Academy identifies project-based learning as the driving force of its instructional strategies. This type of learning is grounded in the belief that real-life issues are the most meaningful way to study and gain deeper insights and critical thinking and problem-solving skills. Community partnerships will offer the forum to solidify the vision of students as actively pursuing healthcare careers through project-based service in the community.

Initially, our key partners will include:

**Healthcare Careers Task Force (HCCT)** will serve as an advisory board to the leadership at Hilda L. Solis Learning Academy assisting the school in acquiring the resources needed to provide students opportunities and experiences in science and medicine.

**East Los Angeles Community College (ELAC)** will offer students college credit for courses taught at Hilda L. Solis, as well as receive students with priority into their healthcare careers pathway.

**California State University Los Angeles** will provide early acceptance through its EAP program.

**White Memorial Hospital** will provide internship opportunities for students in all departments throughout the hospital.

**Los Angeles County Bar Association** will provide training in peer mediation for students and teen court. A member of the Los Angeles County Bar Association will be assigned to Hilda L. Solis Learning Academy to oversee the programs and their progress.

**Parent Institute for Quality Education (PIQE)** educates parents on how to foster a positive educational environment for their children both at home and at school. The focus of the institutes in high school is to educate parents about the systems of a high school and how to navigate through college applications and financial aid packages.

**Charles Drew University** will offer its Saturday Science Academy on campus.

Over time a comprehensive plan outlining school and community needs and the dimensions of the nature of the collaboration must be put into place. This plan will be multifaceted and integrated and focus on improving systems, as well as helping individuals. The principal and leadership team will cultivate and maintain this plan and be the primary point of contact for community members.

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

#### **B-6. School Governance and Oversight**

##### **a. School Type**

Not Applicable.

## **b. School Level Committees**

The School Site Council (SSC) is the decision-making council for Consolidated Application programs operated at the school to improve student achievement. At Hilda L. Solis Learning Academy the School Site Council will be composed of 12 members: the principal, 4 classroom teachers, 1 other school personnel, 2 students, 4 parents and/or community members. All members have equal voting rights. The SSC will function to: develop and approve the Single Plan for Student Achievement (SPSA) and update it annually. The first order of business of the Hilda L. Solis Learning Academy SSC will be to establish bylaws to guide its actions to clarify such matters as the terms and election procedures of the council members and officers, meeting times, quorum and attendance procedures.

### **Advisory Committees:**

The School Compensatory Education Advisory Committee (CEAC) will make recommendations in writing to the principal and the SSC on the development of an effective educational program and plan that raises the achievement of disadvantaged students. This committee will participate in the assessment of educational needs, the establishment of priorities, the planning of the educational program and budget resources, and the evaluation of the school and its academic effectiveness.

The English Learner Advisory Committee (ELAC) will make recommendations on the following four legally required topics:

- Advise the SSC on the development of the SPSA, especially those sections related to English Learners (EC 64001 [a])
- Assist in the development of the school's needs assessment, language census, and efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176 [c]).

Health Care Careers Taskforce (HCCT) will make recommendations to the principal and SSC on creating pathways for students to pursue careers in healthcare and providing opportunities for students to receive enrichment in science, mathematics and technology. Members of the HCCT are also members of this Applicant Team. Some are affiliated with non-profit community organizations. No agreements are in place for any partnership between LAUSD and any non-profit organization. Members of the HCCT will act in an advisory capacity ONLY.

Student Council will make recommendations to the principal and SSC on issues having direct impact on student safety, life and culture.

Discipline & Attendance Committee will make recommendations to the principal and SSC on the development and implementation of the school's positive behavior support plan.

Professional Development Committee will make recommendations to the principal and SSC on decisions regarding school wide professional development.

Technology Committee will make recommendations to the principal and SSC on the development and implementation of the school technology plan.

### **c. Governing Council**

Members of the SSC, together the school counselor, School Administrative Assistant (SAA) and one additional community member selected by the Principal will form the Governing School Council. Our Governing School Council will meet the categorical requirements for the school site council. Governing School Council members will discuss all issues, but only School Site Council members, per statutory requirements, will vote on the SPSA and categorical budgets. The minutes of the meeting will reflect these votes.

The Governing School Council will have the following responsibilities:

- Oversight of the school's mission and vision
- Approval of the entire annual budget
- Hiring and annual evaluation of the principal
- Review quarterly reports on the operations of the school from the manager of site operations
- Review quarterly reports by the Principal providing student achievement data to show progress against indicators
- Review annual reports of performance indicators of the student achievement and approve a plan for the next year to ensure a commitment to constant improvement
- Ensure that there is an annual review and adoption of the teachers' Elect to Work Agreement
- Communicate regularly with the Local District
- Ensure that all laws and compliance needs are met by the school
- Ensure that the school has a resolution dispute process in place that included an internal appeals process
- Annually evaluate itself

We have a strong commitment to building leadership capacity among parents, students and community and will ensure that leadership training is provided to help participants be prepared to fully participate in all decision-making. The first order of business of the Hilda L. Solis Learning Academy Governing School Council will be to establish bylaws to guide its actions to clarify such matters as the terms and election procedures of the council members and officers, meeting times, quorum and attendance procedures. To avoid conflicts of interest at the school site, the chairperson of the Governing School Council will be selected by a consensus or vote of the Governing Council from among the parents and community members. The Governing School Council will meet monthly.

## **B-7. School Leadership**

### **a. Principal Selection**

The importance of principal leadership to constructing an effective school cannot be underestimated. Principals affect student achievement indirectly by influencing school

events, staffing, professional culture, and structures in order to ensure the primacy of curriculum and instruction (i.e. classroom teaching and student learning) as the focus of school improvement. Moreover, principal leadership is reciprocal and mediated insofar as principals and teachers affect each other. Instructional leadership includes at least four key dimensions<sup>10</sup>:

1. Resource provision: ensuring that teachers have materials, facilities, and budget necessary to perform their duties.
2. Instructional support: active support of day-to-day instructional activities and programs my modeling desired behaviors and consistently prioritizing instruction.
3. Communication: setting clear goals for the school and articulating these goals to faculty, staff, parents/guardians, and community.
4. Visibility and presence: engaging in frequent classroom observations, participation in professional development, and being highly accessible to faculty and staff.

Hilda L. Solis Learning Academy requires a transformational instructional leader capable of relentlessly aligning the school's plans and performance with the student-centered philosophy, based upon all students becoming college-prepared and healthcare career-ready graduates. Such as leader must also coordinate and orchestrate the development of a school culture, grounded with a structure for authentic professional development and collaboration, which focuses on whole school accountability for raising student achievement. As one pivotal study of leadership defines it, transformational leadership means forming "a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents."<sup>11</sup> Seen this way, principal leadership is the transformational guidance that is required to focus the core mission of schooling on student learning, rather than merely managing what is taught in schools.

The job description of the principal of Hilda L. Solis Learning Academy is based on the components of effective school leadership.<sup>12</sup> After reviewing the factors most associated with increased student achievement, factors conducive to implementing second-order change, and characteristics of leaders who for establishing a purposeful community (i.e. collective efficacy for goals that matter to all community members using agreed upon processes), a prioritized list of the most important attributes of the future principal has been established:

Situational Awareness. The principal is aware of the details and undercurrents in running of the school and uses this information to address current and potential problems.

Knowledge of Curriculum, Instruction and Assessment. The principal is knowledgeable about current curriculum, instruction, and assessment practices and can lead it, because he/she is familiar with it.

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<sup>10</sup> Smith, W. F. & Andrews, R. L. (1989). *Instructional leadership: How principals make a difference*. Alexandria, VA: ASCD.

<sup>11</sup> Burns, J. M. (1978). *Leadership*. New York, NY: Harper& Row.

<sup>12</sup> Marzano, R., Waters, T. and McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

Ideals and Beliefs. The principal communicates and operates from strong ideals and beliefs about schooling defined as a framework for action that defines what is distinctive about this school.

School Culture. The principal fosters shared beliefs and a sense of community and cooperation aligned with our vision of high expectations for all students, highly qualified administrators and teachers in a personalized learning environment while partnering with parents and community in meaningful ways.

Communication. The principal establishes strong lines of communication with and among teachers and students. He/she recognizes student and staff performance and is able to provide descriptive feedback at regular intervals.

Monitoring/Evaluation. The principal monitors the effectiveness of school practices and their impact on student learning through regular monitoring and evaluation of curriculum, instruction and assessment to ensure transfer” to the classroom and hold staff accountable in ways that are fair and transparent.

Discipline. The principal protects teachers from issues and influences that would detract from their teaching, keeping time for teaching and learning free from interruptions and distractions.

In selecting a principal, Hilda L. Solis Learning Academy will adhere to the guidelines and procedures outlined by the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011, Section IV, paragraph B, Selection Procedures for Principals.

#### **b. Leadership Team**

A noteworthy study of over 100 schools found that the solution to creating successful schools lies in developing the connection between high quality school leadership, effective instruction, and high student performance.<sup>13</sup> At Hilda L. Solis Learning Academy we will build these connections by having leadership that extends well beyond the domain of the principal. This school will depend upon close, sustainable, trust building relationships among all stakeholders, so the Leadership Team will be comprised of the principal, APSCS, UTLA Chapter Chair, Title I / Bilingual Coordinator, SAA, and parent, student and community representatives including professionals from the healthcare field and ELAC / Cal State LA partner members.

Hilda L. Solis Learning Academy leaders will be selected for their desire and ability to work as a team and their capacity to articulate the voices of their representative stakeholder groups. To ensure effectiveness, this critical team will deepen their understanding of RtI<sup>2</sup> and school reform by actively participating in professional development opportunities in Cognitive Coaching, Adaptive Schools and the RtI<sup>2</sup> framework, provided by Local District 5.

The role of the Leadership Team in the instructional program is to focus on ensuring an increased rate of student achievement through a collaborative data-driven approach to the problem solving process. The problem-solving process utilizes four basic questions:

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<sup>13</sup> Waters, T., Marzano, R., and McNulty, B. (2003). Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement. McRel Working Paper, Aurora, Co.

**Define the problem:** What is it we want student(s) to achieve?

**Problem analysis:** Why is the student(s) unable to achieve the academic and/or behavioral benchmark?

**Implementation:** What are we going to do about it?

**Evaluation:** Did our instruction/intervention work? What is the response to instruction and intervention?

The Leadership Team will set clear, measurable, short- and long-term goals with benchmarks, continuously evaluate data and ensure all stakeholders have a plan and resources to meet those goals. The Leadership Team will also be responsible for designing and overseeing the school budget to make sure it consistently aligns with the school vision, mission and core values.

The key to the success of Hilda L. Solis Learning Academy is to have accountability linked to support and a dedication to continuous evaluation. At regular monthly meetings the Leadership Team will analyze and evaluate the school's effectiveness, progress and performance. Through frequent examination of student performance data, the Leadership Team will work with all stakeholders to provide a process of continuous improvement. Through constant, open, dialogue, our school leaders will collaborate with teachers and staff about whether the instructional program is on target to meet the benchmarks and goals identified. If not, they will decide what adjustments need to be made to ensure success for the program. Professional development will be a frequent forum for addressing the successes and shortcomings in the implementation of the instructional program, and the Team will rely upon data and input from the staff for the best options to meet accountability targets.

## **B-8. Staff Recruitment and Evaluation**

### **a. Staffing Model**

The mission of Hilda L. Solis Learning Academy is to provide all students with a high-quality, rigorous academic program, featuring best first instruction coupled with high expectations to ensure all students graduate college-prepared and career-ready will be met utilizing basic LAUSD staffing ratios, then adding teachers to reduce class size to the extent funding allows. Students in Special Education and English as a Second Language classrooms will benefit from a smaller student to teacher ratio than other classes due to District support for Special Education and Bilingual funds for English Learners. In addition, all students will benefit from the modified 2 x 8 bell schedule that allows for healthcare career electives in addition to interventions during the school day.

Hilda L. Solis Learning Academy will be staffed initially with the numbers of staff normally allocated to high schools in the Los Angeles Unified School District, with the exceptions outlined in the next paragraph. Generally, in grades 9 and 10 the class size norm in academic core classes is 34:1 for academic core classes and 42.5:1 for other classes. All classes for grades 11 and 12 are normed at 42.5:1. In addition, classes such as Strategic Literacy 1AB and 2AB and English Language Skills for English Learners are normed at the lower rates of 25:1. After these norms are met, it is the intention of Hilda

L. Solis Learning Academy 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. Most class size reduction will occur in the second semester of the first year after categorical funds are released. After reduced class sizes will be maintained and improved for all academic core classes funding permitting.

Additional staffing of Hilda L. Solis Learning Academy is requested for the following additional positions:

1. Counselor position staffed by APSCS
2. Full-time nurse to support healthcare focus of school and ensure health of all students
3. Full-time psychiatric social worker to support healthcare focus and support at risk students
4. Half-time PSA Attendance Counselor for drop-out prevention
5. One additional Physical Education teacher for safety and adequate supervision in both locker rooms.
6. Two additional Math teachers in order to double-block math with intervention in grades 9-11.
7. Parent resource assistant to set up and organize Parent Center
8. Full-time Library Tech to develop systems and make selections for library
9. Full-time Microcomputer Support Assistant to support school's technology and website
10. Three Campus Aides to ensure safety of all students

A waiver to BUL-1124.6 has been requested for these additional positions and is attached.

The staffing model shown below is based on a projected initial enrollment of 501 students in grades 9-11 in year 1, and an enrollment that includes 12<sup>th</sup> grade for a total of 650 students in the second year.

**Year 1 (2012-2013)**

Administration:	Principal and APSCS
Teachers:	16 general fund teachers plus Special Education teachers
School Nurse (1)	
Psychiatric Social Worker (1)	
School Police Officer (1)	
Classified:	SAA, Office Tech, Library Tech, Plant Manager, buildings
	and grounds workers, financial manager, special education assistants, parent resource assistant, parent community representative, microcomputer support assistant, campus aides (3)

**Year 2 (2013-2014)**

Administration:	Principal and APSCS
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Teachers: teachers	20 general fund teachers plus Special Education
School Nurse (1)	
Psychiatric Social Worker (1)	
School Police Officer (1)	
Classified: buildings	SAA, Office Tech, Library Tech, Plant Manager,  and grounds workers, financial manager, special education assistants, parent resource assistant, parent community representative, microcomputer support assistant, campus aides (3)

In years 3 – 5, Hilda L. Solis Learning Academy will seek to maintain staffing ratios for certificated and classified positions as well as utilize categorical funding and a grant writing team to supplement the services listed in years 1 and 2.

#### **b. Recruitment and Selection of Teachers**

Creating school models and building school facilities is easy. Developing better teaching methods and a school culture of success are far more difficult. To make sure Hilda L. Solis Learning Academy fulfills its vision and mission, we have to depend on the combined expertise and commitment of a dedicated teaching staff that shares the schools vision and goals.

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 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
- 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, committee chair, parent / community partner coordinator, etc.)
- Providing students a meaningful caring adult in the capacity of an Advisor

In selecting faculty members, Hilda L. Solis Learning Academy will adhere to the guidelines and procedures outlined by the LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011, Section IV, paragraph C, Selection Procedures for New School Faculty. Teachers will be required to sign a “mutual consent” letter of commitment to this plan and its implementation. The goal of staffing autonomy is to keep a passionate and committed staff that shares a common vision, is student-centered and data driven and works collaboratively at all levels. We are therefore requesting Local School Initiative Wavier #9.

Applicants will submit a professional resume, letter of intent explaining why they want to teach at Hilda L. Solis Learning Academy, one letter of recommendation from a current supervisor (preferably a principal) and one letter of recommendation from a previous supervisor, and one letter of recommendation from a community partner / parent / student with whom they have worked. The selection process will include a traditional interview as well as a demonstration of professional practice. All applicants will be required to prepare and execute a brief lesson in their content area using the selection committee as the “class” for this lesson.

To balance high energy with proven experience, both new and veteran qualified teachers will be recruited through the District, as well as from a variety of southern California teacher-preparation programs. Teachers at Garfield, Wilson and Torres High Schools will have the opportunity to apply for positions. Cross-over capabilities (i.e. someone who is certified to teach in more than one subject field) will be extremely desirable. This ability will allow the small staff to offer the most diverse curriculum and electives possible to our students.

### **c. Performance Reviews**

The teacher and administrator evaluation process will be LAUSD’s recently developed *Teaching and Learning Framework*. Educators with access to value-added data can identify and implement numerous strategies and programs to improve student achievement at their schools. In an environment of collaboration and trust, they can analyze students’ learning trajectories to target individual interventions, assess equity and efficacy of advanced course placements, and improve professional development programs. See Attached Wavier (Appendix N).

Hilda L. Solis Learning Academy takes a holistic approach to teacher evaluation giving consideration to all areas of professional performance that impact student achievement. In order to accomplish this goal, multiple measures using various sources of data will be included in the process. Among the multiple measures incorporated into teacher evaluations will be:

*Observation of teacher practice.* Classroom observations will be conducted by both peers and administration. A focused observation rubric will be provided to teachers at the beginning of the year with identified characteristics that should be demonstrated daily in each classroom. Both the teacher and administrator will observe simultaneously and work together to refine feedback prior to meeting with the teacher. Post observation conversations will include a review of the rubric and specific steps for improvement (if necessary).

*Contributions to student outcomes.* Teachers will meet three times a year with administration to review student data. This includes CST results, CELDT scores, attendance and behavior data, grades given in various classes, District Periodic Assessment reports, school-developed benchmarks, teacher written progress-monitoring tests, along with student assignments and projects. Data on the progress of special populations (ELs, SELs, and SWD) will also be reviewed. Of particular importance will be teacher's role in the interdisciplinary projects developed at each grade. During these meetings, the administrator will provide feedback, support and assistance to the teacher regarding student outcomes.

*Stakeholder feedback.* At the end of each semester, a brief survey will be taken of all stakeholders (i.e., parents, students, staff, community members) to measure the effectiveness of Hilda L. Solis Learning Academy. Specific feedback regarding teachers will be shared and discussed with staff as appropriate.

*Contributions to school community.* Teachers will be encouraged to fully-participate in governance committees and to sponsor student activities and clubs. Feedback on the progress of teachers toward fulfilling this commitment will be on-going.

Paramount to the success of our evaluation system is expectation that the process will be a positive learning experience that supports professional growth and improvement of instructional practice. In the event that teachers need additional help or support, their subject matter peers will design whatever assistance is needed to bring the teacher's skills up to the expectation of the group. Professional development will be designed to address areas in which a group of teachers may need special training.

#### **B-9. Sharing a Campus**

This applicant teams is not proposing to share this campus.

## C. INTERNAL MANAGEMENT

### C-1. Waivers.

Pursuant to the LAUSD-UTLA School Stabilization and Empowerment Initiative of 2011, the following waivers are being requested. A rationale for each can be found in the section of the plan noted.

1. Methods of Improving Pedagogy (LIS Waiver #2) Section B-1a.
2. Curriculum (LIS Waiver #3) Section B-1b.
3. Professional Development (LIS Waiver #7) Section B-2b.
4. Assessments (LIS Waiver #4) Section B-3a.
5. Scheduling (LIS Waiver #5) Section B-4e.
6. Discipline & Code of Conduct (LIS Waiver #12) Section B-4f.
7. Health & Safety (LIS Waiver #13) Section B-4f.
8. Teacher Assignments (LIS Waiver #10) Section B-8a.
9. Mutual Consent requirements for employees (LIS Waiver #9) Section B-8b.
10. Pilot the *Teaching and Learning Framework* for teacher evaluations, Section B-8c.
11. Additional staffing positions, Section B-8a, waiver to BUL-1124.6.

### C-2. Budget Development

Hilda L. Solis Learning Academy has selected the norm-based model for budgeting. Because the plan for Hilda L. Solis is to open with only 500 students, there will not be sufficient revenue generated utilizing the per-pupil model to meet all the students' instructional needs. The norm-based model will allow for more resources to be provided directly to students.

The priorities for funding at Hilda L. Solis Learning Academy are as follows:

#### *Startup, year one*

The priorities for year one funding are to establish the class size norms for the school based on the need to reduce class sizes from the District norms. In addition it is a priority to staff the school with the following positions, in order to provide direct support to students and their families:

1. Counselor position staffed by APSCS
2. Full-time nurse to support healthcare focus of school and ensure health of all students
3. Full-time psychiatric social worker to support healthcare focus and support at risk students
4. Half-time PSA Attendance Counselor for drop-out prevention
5. One additional Physical Education teacher for safety and adequate supervision in both locker rooms.
6. One additional Math teacher in order to double-block math with intervention in grades 9-11.
7. Parent resource assistant to set up and organize Parent Center
8. Full-time Library Tech to develop systems and make selections for library

9. Full-time Microcomputer Support Assistant to support school's technology and website
10. Three Campus Aides to ensure safety of all students

Instructional materials that are a priority to the overall vision and focus of the school are also a priority. These include:

1. iPads and supporting accessories (earphones, cases / stands, external keyboards, various Apps and flashdrives) for all students and certificated staff
2. 2 dedicated computer labs of 40 computers each
3. Laptops, speakers and ceiling mounted LCD projectors for all classrooms
4. Smartboards in (10) selected classrooms
5. Software (or online licenses) for: Task Stream, Ripple Effects, Geometers' Sketchpad and Lesson Link, medical records instructional software, models for physiology and health classes of human anatomy.
6. 1 classroom dedicated as a hospital ward simulation laboratory and all its equipment
7. 1 set of 40 TI N'Spire graphing calculators and 1 Teacher Navigator

In order to bolster parents'/guardians' support for their students' success, funds will be dedicated to the Parent Institute for Quality Education's (PIQUE) Parent Engagement Program.

Finally, it is clear that there will be a strong need for financial support from community members and grants. Grants will be sought to support student activities and professional development for teachers.

### ***Year 2***

Attention to staffing priorities will continue in year 2 as a 12<sup>th</sup> grade class is added to the campus. Professional development opportunities for teachers will continue to focus on the priorities set out in section B-2b, as we begin to modify our plan based upon data. We will continue to support parents and families by partnering with PIQUE.

## **D. OPERATIONAL MANAGEMENT**

### **D-1. Portfolio Development**

#### **a. Portfolio Growth**

Does not apply.

#### **b. Operations**

Does not apply.

#### **c. Portfolio Evaluation**

Local District 5 operates 122 sites including early education centers, elementary and secondary schools across South and East Los Angeles. Each one is unique with its strengths and successes, as well as its needs. Across the portfolio, there are extremely high performing schools (Solano ES, for example) which require one kind of support to those sites which are identified as chronically underachieving. Some sites are over 100 years old (Adams MS) and others are brand new. The vast majority of Local District 5 schools are somewhere in the middle and student achievement scores have shown steady improvement. Local District 5 has a proven track record of supporting schools at all stages of growth through differentiation and personalization.

### **D-2. Organizational Responsibilities and Goals**

#### **a. Core Functions**

Does not apply.

#### **b. Leadership**

Does not apply.