

- *California State University Los Angeles*
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Services, Strategies, and Interventions based on evidence and research grounded in Best Practice:

- Bridge Program (between middle school and high school; high school and college/universities, community partners, and potential employers)
- Response to Instruction and Intervention (RtI²)
- Workshops (i.e. graduation requirements)
- Job shadowing, apprenticeships, internships
- Tutoring, Saturday school,
- Mentors available from various health pathways
- Certification in health science pathway
- Personalized instruction
- Instruction for all students will include multiple modes of learning, including SDAIE, differentiated instruction, use of multiple intelligence research to guide instruction
- Employment and Career Technical skills in the medical field
- Graduate with the A-G requirements
- Critical thinking and problem solving, communication, collaboration, and creativity/innovation skills

Instructional Program

The Hilda Solis Medical and Health Sciences Academy's staff will address the academic needs of all students including students with special needs, students of poverty, students with disabilities, gifted students, English Learners (EL), and Standard English Learners (SEL). Our instructional plan will meet the needs of our diverse student population by implementing research-based instructional strategies which includes:

- Curricular/Instructional Map
- Linked Learning
- Advisory periods
- Project Based Units
- SDAIE
- Differentiated Instruction
- Depth and complexity
- RTI² and Progress Monitoring
- Culturally relevant pedagogy and themes
- After school tutoring and extracurricular activities

School Culture

The cultural of our school recognizes the benefits of creating a positive learning environment, a culture of inquiry, and climate of passion for learning and success. This will encourage and allow all students to become knowledgeable with vital academic and career skills and become productive citizens.

A Day and a Life of a Student

Maria arrives early to school today to talk to her mentor from Los Angeles County-USC Medical Center before she turns in her hospital service learning hours to her Biology teacher. As the bell rings for first period, she has already begun to perfect her power point for tomorrow's presentation on the growing rate of diabetes in her community. The last 20 minutes of her math class she inputs final data for her service learning project, and updates the graph for her data. Later, in her English class Mr. García helps Maria with final revisions on the text for her power point presentation. The next day, nervous while enthusiastic about her presentation, Maria enters her Science class. She is ready to inform her classmates about the

concern of diabetes plaguing the community. She is confident that receiving an 'A' on this presentation will increase her chances of getting an A in the class. She hopes to become a nurse someday.

Our staff will enhance school culture and climate by offering extracurricular and social activities. These will include; school dances, pep rallies, ASB activities & sports, health and wellness workshops, field trips, and motivational/informational assemblies. Mentors, internships, and job shadowing will also provide positive social support for students.

Parent Engagement & Involvement

Parent Engagement

Our staff recognizes that parents are very interested in advancing their children's education and in creating an opportunity for a prosperous future. Parents will be informed and involved by;

- Being encouraged to be active in the decision-making
- Participating in parent training
- Attending parent workshops (i.e. violence, substance abuse, safety, etc.)
- Attending informational meetings (i.e. graduation and university entrance requirements)
- Participating in the school leadership council, ELAC, CEAC and other school committees
- Establishing a parent center
- Establishing a monthly newsletter in English and Spanish,
- Recognizing the community leaders at awards assemblies
- Offering parent led classroom presentations
- Organizing high interest and community needs' fairs
- Providing Parent informational brochures about the school, programs and health care learning opportunities
- Organizing an annual parent leadership conference
- Utilizing Connect-ed, parent calendar of events and special notices
- Inviting parents to co-present the daily school announcements
- Providing nutritionally healthy diet cooking classes at the parent center
- Coordinating mental health services through community partners to provide resources to families
- Coordinating health educational and informational workshops with guest speakers from our community partners such as LAC-USC Medical Center on topics of interest and financial options
- Providing evening parent events such as Middle School Transition Night, Advanced Placement Information, and College Financial Aid, and completing college application
- Collaborations with agencies (i.e. *Families in Schools and Parent Institute for Quality Education*)

Additionally, our school will use a research-based framework of six types of involvement: *Parenting, Communicating, Volunteering, Learning at home, Decision Making, Collaborating with the community* (Epstein, 2002; Salinas, 2003)

Hilda Solis Medical and Health Science Academy

4. Informational Summary

Mission & Vision of the School

The vision of The Hilda Solis Medical and Health Sciences Academy is to prepare students with a foundational knowledge that will allow every student to be college-prepared and career-ready upon graduation with a focus on medicine and health sciences. Students will be provided with a 21st century education that is rigorous, standards-based, and relevant to their career goals and personal real world experiences.

Student expectations will include cross-curricular units of study and project-based experiences within the health care profession, aligned with ‘Linked Learning’. Students will have unique opportunities to connect their core and technical content learning in real world situations in hospitals and local clinics. Teachers will use differentiated instructional strategies to provide equal access to the core curriculum. The staff is committed to addressing the diverse academic, social and emotional needs of our student population. Struggling students will receive intervention/support according to their specific needs in order for them to be college and career ready.

Our staff will make personal connections with all students and provide culturally relevant education. The school’s climate will include engaging opportunities in health science related fields, so graduation from high school becomes a bridge rather than an end goal.

Designing Data Driven & Student Centered Instructional Programs

Quantitative data from various sources show that students from the boundaries of our school are:

Demographic Data:

- 97% Latino community
- 88% of low socioeconomic status
- 11% with disabilities, 10% Gifted and Talented, 26% English Language Learners
- API range of 550-707
- 65% are present 96+%

Academic Data:

- 55% pass both parts of the CAHSEE
- 33% proficient in CELDT
- 27% proficient or advanced in CST high school ELA
- 5 % proficient or advanced in CST high school math
- 55% high school graduation rate
- 69% 9th grade promotion rate
- 55% graduation rate between GHS and RHS

Parents are interested in:

- Safe school environment
- A strong academic curriculum with a focus on medicine and health sciences
- Employable skills preparation for their children

Key Community Partners:

- LAC – USC Medical Center
- Los Angeles Trust for Children’s Health
- East Los Occupational Center
- East Los Angeles Skills Center

Staffing

To ensure that the best instructional program is provided for our students, the school will select highly-qualified staff. We will employ certificated staff who:

- Show mastery of their discipline content/subject
- Demonstrate an interest in a medical and health sciences focus
- Are committed to the plan which includes the vision, mission and philosophical instructional plan of the school
- Are experienced in research-based instructional strategies particularly in SDAIE and differentiation instruction and inquiry-based instruction and project-based learning
- Are willing to self-monitor and reflect upon practice
- Share best practices with their peers
- Adhere to the California Standards for the Teaching Profession
- Are experienced working with socio-economically disadvantaged and Latino students
- Have experience and qualifications necessary to meet the needs of Special Education students
- Assume adjunct Duties such as; sponsor a club, extra-curricular activities, before or after school tutoring

These characteristics of the staff will ensure their support for the academic, social, and cultural needs of all students.

Applicant Team Contact Information

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