

# Hilda Solis Medical and Health Science Academy



**Request for Proposal for Public School Choice 3.0**

**Los Angeles Unified School District  
Request for Proposal for Public School Choice 3.0**



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**HILDA SOLIS MEDICAL AND HEALTH SCIENCES ACADEMY  
(EAST LOS ANGELES STAR HS ACADEMY)**

**A. SUMMARY ANALYSIS**

**1. Mission and Vision**

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 21<sup>st</sup> century education that is rigorous, standards-based, and relevant to their career goals and personal real world experiences.

Our school community partners will collaborate to maximize our students' talents and abilities in all educational disciplines. All students will be successful and will gain proper academic skills, and be technologically capable, skilled communicators and problem-solvers. Students will become responsible citizens prepared to lead a diverse innovative 21<sup>st</sup> Century Society and Globalized Informed economy. Students will recognize their need to return to their communities to invest their talents and skills in the health care fields

**Mission**

Our school mission is committed to creating a community of partners dedicated to educating successive generations of productive citizens who contribute to the East Los Angeles community. Students will display civic responsibility, develop employable skills, and flourish in a dynamic global economy.

All students will be provided an education that is grounded in best practice research, differentiated and culturally diverse pedagogy. Students will be guided by caring and experienced staff, in a safe, clean orderly environment. Students will receive an A through G and standards-based instruction and those below grade level will be provided various intervention support. Upon graduation, our students will be ready to enter college without remediation.

The school climate and student expectations will include interdisciplinary inquiry and project-based opportunities with hands-on 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, local clinics, adult education centers, community colleges and universities.

Teachers are committed to providing a personalized instructional program. This includes diverse learning strategies; multiple modes of learning, including SDAIE and differentiated instruction, use of multiple intelligence research to guide instruction, educational experiences aligned to the reality of the real world. The school culture will allow for the school staff to make personal connections with students and their families and create an environment of mutual respect and compassion that leads to students who are socially, emotionally, physically, and intellectually prepared for the 21<sup>st</sup> century.

Parents will be engaged, involved, valued and welcomed. They will be active in the decision-making as it relates to the education of their children, and school climate. Parent training will allow parents to work collaboratively with school staff to support their children's academic, social, and emotional needs.

School	% Latino	% EL	% 96 or Higher Attendance	% SWD	% GATE	API	% Socio Economic Disadvantaged	% A-G	% Suspension Rate
Garfield	99	28	52	10	9	707	89	21	2
Wilson	94	22	47	12	10	637	80	28	4
Torres-SJLA	100	27	66	11	4	553	86	21	3
Torres-HAAT	99	29	59	9	7	550	88	25	5
Torres-ETA	99	30	59	11	8	583	86	22	10
Torres-ELAPAA	98	29	73	11	9	580	83	29	4
Torres-ELARA	100	26	56	11	9	641	85	22	0
Griffith MS	99	21	66	10	12	691	88	NA	9
Belvedere	99	27	76	13	10	659	92	NA	9
El Sereno	92	19	63	13	15	652	90	NA	6
Stevenson	99	31	76	10	9	627	87	NA	2

**2. School Data Analysis**

The Hilda Solis Medical and Health Sciences Academy is located within the Garfield High School attendance area. However, as a Zone of Choice School, students within the Garfield High School, Torres High School and Wilson High School attendance areas will be eligible to attend our high school. Based on residence, students from feeder schools of Belvedere, Griffith, Stevenson and El Sereno Middle Schools are eligible to attend this high school.

Source: 2009-2010 LAUSD School Report Card

Source 1 data demonstrates the following student demographic analysis:

- 97% Latino community
- 26% English Language Learners
- 88% of low socioeconomic status
- 11% students with disabilities students
- 10% GATE students Student population demographic data has an average of
- API range of 550-707
- 65% of students are present 96+%

Our school will address these challenges through personalization, cultural relevant curriculum, parent engagement, the Career Technical Education (CTE), the 21<sup>st</sup> century skills in college and career readiness and aligned with Linked Learning.

Schools	% CAHSEE in 10th	CELDT % Proficient	CST P and A ELA/math	9 <sup>th</sup> grade promotion	% Grad Rate
Garfield	61	38	32/9	62	57
Wilson	58	29	26/7	69	53
Torres-SJLA	50	23	19/1	61	NA
Torres-HAAT	44	29	24/3	83	NA
Torres-ETA	62	47	25/7	70	NA
Torres-ELAPAA	57	27	32/3	86	NA
Torres-ELARA	66	24	33/6	54	NA
Griffith MS	NA	44	37/32	NA	NA
Belvedere	NA	36	31/30	NA	NA
El Sereno	NA	35	35/28	NA	NA
Stevenson	NA	33	26/26	NA	NA

Source: 2009-2010 LAUSD School Report Card

Source 2 data demonstrates the following student academic analysis:

- 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% 9<sup>th</sup> grade promotion rate
- 55% graduation rate between GHS and RHS
- 

Source 3 a recent study projected from US 2000 Census Data:

- There were 124,283 people living in East Los Angeles, 29,844 households, and 25,068 families.
- Speakers of Spanish as a first language accounted for 87.30% while English accounted for 12.65%
- The median income for a household in the community was \$28,544 and the median income for a family was \$29,755.
- The median gross rent in 2009: \$868
- Percentage of families living in poverty in 2009: 30%
- Primary class of workers: Employee of private company
- Foreign-born population: 46.3%
- Primary countries of origin: Mexico 90%, El Salvador 4%, Guatemala 3%

According to the U.S. Chamber of Commerce U.S. jobs require some level of postsecondary education and training (Institute for a Competitive Workforce, 2008). Younger workers require adequate knowledge-based economy readiness. According to the business sector, most students do not have the skills to succeed beyond high school (Gordon 2009, National Association of Manufactures, 2005, National Academics, 2007).

English Learner’s need specific forms of support and instruction to increase language fluency and academic achievement in core subject areas. These forms are: receive early, explicit, intensive instruction in phonological awareness, building vocabulary and comprehension, instruction and intervention to promote reading fluency, and exposure to different forms of texts (The Center on Instruction’s ‘*Research Based Recommendations for Instruction and Academic Interventions: Practical Guidelines for the Education of English Learners*’,2006).

Several studies suggest resources that influence students' success are: a low teacher/student ratio, high quality of teachers (as perceived by students), counselors who deal with students' social and emotional needs, one-on-one and/or peer counseling groups, after school clubs, extracurricular activities, sports, academic competitions, talent shows, and student-created performances (Orfield, 2004). Two recent studies found that a school's social capital is reflected in positive relationships between students and teachers and reduces the risk of dropping out, especially among high-risk students. (Lee & Burkam, 2003).

Based on the research above and the school's data, our analysis for the Priorities and Action Plans first-year are:

<b>Priorities</b>	<b>Action Steps</b>
Students will attend school in a safe, caring and supportive environment	<ul style="list-style-type: none"> <li>• The safety sub-committee will establish and distribute safety policies and procedures</li> <li>• A sense of school community and family will be established by all stakeholders</li> <li>• Faculty will know and understand the needs and personal goals of each student</li> <li>• Advisory programs will create a strong personalized ties between the faculty and students will be put into place</li> <li>• Instructional looping opportunities for students and staff will be utilized as frequently as possible to maintain the relationship between students and staff for multiple years</li> <li>• Academic and social/emotional needs of each student will be addressed and supported</li> </ul>
Students will be encouraged to meet and surpass the LAUSD requirements for graduation	<ul style="list-style-type: none"> <li>• All students will have the opportunity and support to complete the A –G and all other LAUSD graduation requirements</li> <li>• Instruction will be engaging to students, rigorous, and connected to real world situations</li> <li>• Student data and assessment will be used to guide instructional practices and to encourage students to surpass the requirements for high school graduation</li> </ul>
Students will be offered a four year experience aligned to their personal goals that will allow them to graduate college prepared and career ready	<ul style="list-style-type: none"> <li>• Students will maintain an eight year School and Life Preparation Plan, reviewed by faculty, students, parents, and partners at least once a year and in school conferences</li> <li>• Students will have opportunities to connect the academic and technical core learning to work place experiences with assistance of health care partners and mentors</li> <li>• Students will the opportunity to receive 21<sup>st</sup> century skills, Linked Learning, and workforce related certification upon graduation</li> <li>• Students will be exposed to a college-going culture that prepares them to successfully enter any post-secondary educational program</li> </ul>
Parents will participate as equal partners in their child's educational experience	<ul style="list-style-type: none"> <li>• Parent training that allows them to work collaboratively with school staff will be ongoing</li> <li>• A communication plan that allows for a free flow of conversation and information between school decision-making process</li> </ul>

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

All certificated members who participated in the writing of this proposal are successful fully credentialed educators by the State of California, and have substantial teaching experience. All work at neighboring schools with similar student's demographics and all have worked in the East Los Angeles area. As a result of the majority of the Design Team members residing in the school's enrollment boundaries, the team's experience is deeply engaged in all aspects of the socio-economic conditions. Through strong community ties, the Team has included input from parents, students, community members and partners from surveys and meetings. The Team is committed to creating a school culture where all school community partners collaborative.

The credentialed members of the Design Team have demonstrated leadership capabilities. Seven of the members have Masters Degrees. Four of the members have administrative credentials, and two have served as master teachers. One served as Co-Principal Student Services & Operations, and as Assistant Principal of Instruction & Students Services. Two members have served as Chapter Chairs and four have served as department chairs. Two members have served as a Dean. Five members have been full-time out-of-classroom coordinators. Two members have served as master teachers; one has served as a mentor teacher; and one member has served as an instructional coach, and one has served as high school Math Instructional Coach.

Design Team members working at the various schools have been instrumental in current gains of Academic Performance Index (API) as follows:

Garfield HS -75 API growth

Belvedere MS-42 API growth

El Sereno MS-32 API growth

Bancroft MS -43 API growth

Stevenson MS- 16 API growth

All team members are highly qualified effective educators with high student achievement outcomes.

The three parent members represent a cross-section of the parent community of Hilda Solis Medical and Health Sciences Academy. These parents have students attending multiple schools in the community and have been elected leaders in the schools of their children.

The administrative member is currently the Operations Director at Roosevelt High School Complex, serving seven small schools, in addition he was an assistant principal in charge of Global Studies Small Learning Community, Categorical school budgets, Summer School Bridge Program, AVID, QEIA, Field trips, Athletics, Extended Learning Academy Administrator at Garfield High School, Title I, Student Body Coordinator, and a WASC visiting member.

NAME	AFFILIATION	BIOGRAPHICAL INFORMATION
Carlos Alvarez	Teacher- Garfield HS	Graphics Arts Printing Teaching Credential, 12 years experiences in high school, Graphics arts and imaging experience in the private sector
Juanita Gonzales	Teacher - Bancroft MS	Physical Education Single Subject Credential, Tier II Administrative Credential, Masters Degree in Education, 26 years experience at the middle and high school level, as a teacher, dean, co-principal. School board trustee in South El Monte School District , CLAD
Patrick Kolostyak	Teacher – Belvedere MS	Science teacher at Belvedere MS for 14 years; holds Administrative Certificate of Eligibility, English Learner/Title I Coordinator, CLAD
Gerardo Lemus	Teacher/Bridge Coordinator – El Sereno MS -	Spanish Single Subject Teaching Credential, Masters Degree in Education, Preliminary Administrative Credential, 25 experience as a teacher, EL coordinator, dean, Assistant Principal, at elementary, middle and high school, BCLAD
Flor Lopez	Parent: Belvedere MS / Garfield HS	Parent Center volunteer at Belvedere MD, CEAC & SSC elected member at Garfield HS
Sergio Mireles	Teacher – El Sereno MS	History and Geography Teaching Credential, 5 years of teaching experience in middle and high school, International Baccalaureate trained, BCLAD
Amelia Velazquez	Teacher – El Sereno MS	English Single Subject Credential ESL/English teacher for 32 years. Teaching experience at the elementary, middle school, high school, and adult education, English Learner Coordinator, Department Chair, BCLAD
Sheldrin Ruiz	Teacher – Belvedere MS	Social Studies Teacher at Belvedere MS for 8 years; Masters in History, CLAD
Ron Ramirez	Teacher – Belvedere MS	English teacher at Belvedere MS for 6 years; holds Masters degree in Social Foundations of Education, CLAD
Veronica Ramirez	Parent: Hamasaki EL, Belvedere MS, Garfield	Parent of 3 children in Los Angeles Unified School District; member of Garfield HS School Site Council
Monique Montejano	Teacher’s Assistant @ El Sereno	Has been at El Sereno MS for 14 years, as an EL Teachers Assistant
Alfredo Montes	School Administrator Roosevelt High School	Multiple and Single Subject Teaching Credentials, Masters in Latin American Studies, and a Clear Administrative Credential. Taught elementary, High School, Adult ESL, and ELAC courses with 26 years experience, BCLAD
Gelber Orellana	Stevenson MS Counselor	Worked as a counselor at Garfield High School, from 2006-2011, currently a Psychiatric Social Worker at Stevenson MS, is also a part-time Foster Care Social Worker
Teresa Robles	Parent: Belvedere MS, Garfield HS	Parent of 2children in Los Angeles Unified School District; member of Garfield HS School Site Council & Parent Center volunteer
Bayavuge Sekiyoba	Teacher and Instructional Math coach –Garfield HS	Math Single Subject Credential, Minor in Finance and Information Technology, Master Degree in Education, Masters in Economics, Administrative Credential, Languages: English, French, Swahili, Lingala, 10 years experience teacher, instructional coach at high school, CLAD
Rudy Torres	GHS Student Body President	Senior at Garfield High. ASB President and involved in Cross Country and Track and Field.

#### **4. Informational Summary. Please attach as appendix**

##### **B. INSTRUCTIONAL PLAN**

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

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

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

The Hilda Solis Medical and Health Sciences Academy's staff is committed to providing an education that reflects the Transformational Education and recognizes its' integrated synthesis of theoretical principles from various disciplines into real-world applicable knowledge. This will include the integration of theoretical knowledge with real world application in the medical and health science fields. The praxis of theory and real world knowledge will be blended through our 21<sup>st</sup> Century curriculum and "Linked Learning" approach. Our main theoretical principles include:

##### **Constructivist Theory**

Students are naturally engaged in making sense of the world around them, and they have an intrinsic desire to learn, to grow, and to develop new skills. Teaching is more effective when it connects and supports this inherent tendency to help students develop their potential to learn and to make meaning of the world around them (Vygotsky, 1962, 1978; Freire, 1985; Ferreiro & Gomez Palacio, 1986; Smith, 1995). In the classroom, students will engage in inquiry-based lessons that will engage them in inductive thinking, making conjectures based-upon their prior knowledge (Hattie, Biggs, Purdie, 1996).

This form of learning is an active social process focuses on the 'student' rather than the 'teacher'. The teacher becomes the facilitator in the classroom by using strategies such as Socratic Seminars, Structured Controversies, and student groupings. A special emphasis will be placed within all disciplines to engage in topics related to health sciences, medicine, and our society's well-being. The teacher will present the curriculum in a relevant and culturally sensitive way while adjusting mid-way if necessary to ensure that students are learning the subject.

##### **Critical Theory**

As a school community we have the responsibility to constantly improve that which we have created. The school community has the ability to see both what is and what ought to be. To live ethically is to participate in the conscious transformation of our social reality, to move toward a greater equity, inclusion, justice, and peace (Freire, 1997; Poplin & Weeres, 1992; Shor & Freire, 1987; Walsh, 1991a). In the classroom students will critically analyze their surrounding social reality (for example, community health concerns) and look for possible solutions and the means to improve society.

All classrooms will utilize Arthur Costas' higher level of questioning that will require students to go from gathering information to processing and analyzing. To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented, which in turn prepares them for the inquiry that occurs in tutorials. Students need to be familiar with Costa's (and/or Bloom's) levels of questioning to assist them in formulating and identifying higher levels of questions. (*Costa, A.L. and Kallick; B. 2000*). Teachers will design lessons that will include on 'how' students learn and not only 'what' they learn. In addition, an advisory period will include AVID strategies and Costas' Habits of Mind activities-

##### **Multiculturalism/Anti-Bias Education**

In the 21st century we need to think in terms of diversity. Although the dominant group in a society may create an image of the "norm", in truth only a tiny percentage of people fit within that narrow range. By recognizing, understanding, respecting, and celebrating diversity will students be able to create equity, inclusion, justice, and peace (Nieto, 1992, 1999; Takaki, 1993; Delpit, 1995). Being human implies being able to feel a sense of connection to all the member of our own species. To become fully human, we must unlearn prejudice and bias ((Delpit, 1995; Lee, Menkhart, & Okazawa-Rey, 1997; Tatum, 1997; Reza,

2002). Throughout all classes, knowledge of the many contributions by culturally diverse persons will be incorporated into instruction.

Students will become exemplars of courage and compassion in the face of injustice and see that their own daily choices can have major impacts in their lives and others. Our curriculum will include lessons on social interactions as evident in *Facing History and Ourselves: Holocaust and Human Behavior*'.

All of the aforementioned theoretical principles work together to help our school's community to understand ourselves, one another, and the world. They help society develop the capacity to take action in a creative manner, allowing it to offer individual contributions in a way that enhances the well being of the community and the world. Home and community are seen as integral parts of the students' lives as well as valuable sources of knowledge. All transformational approaches emphasize emotions and values and share in common the fundamental aim of fostering capacity development and higher levels of personal commitment (Leithwood, 1999).

Our staff recognizes the need to develop critical consciousness in our students in all subject areas. Student's academic achievement and responsibility for their own learning will be guided as outlined in the transformational educational process. Students will acquire skills to analyze and develop their relationships between their families, teachers, community and the world, and empower them to change their realities and contribute to creating a more peaceful, compassionate and pluralistic society.

### **Linked Learning/21st Century Skills**

Our school's focus is on medicine and health sciences. The instructional program will include a Career and Technical Education, health care and 'Linked Learning.' This program will be aligned to the 21<sup>st</sup> Century Skills. All curricular courses will be rigorous, and standards-based. All courses will be relevant to students' career goals, such as a health care certificate, higher education certificate (AA Degree). Our instructional program will incorporate training with partnership health care facilities.

Linked Learning transforms students' high school experience by blending together strong academics, and technical education and real world experience. This will enable students to gain an advantage in high school, postsecondary education, and careers. Biomedical and health pathways will prepare them for careers and postsecondary options, including attending a 2 or 4 year college or university, an apprenticeship, and job shadowing.

21<sup>st</sup> Century Skills include; strategies such as '4 Cs'; critical thinking and problem-solving, communication, collaboration, and creativity and innovation skills will be an integral part of all instruction. Prospective employers, educators and the public, and preparing students for 21<sup>st</sup> century readiness as identified by The Association for Career and Technical Education, the National Association of State Directors of Career Technical Education Consortium and the Partnership for the 21<sup>st</sup> Century Skills support these strategies.

All students, regardless of academic grade level in English and Math, will be academically supported. Enrichment opportunities for GIFTED, and prevention and intervention support for basic and below, Special Needs, English Learners, Standard English Learners, and at-risk students, will offered to enable them to successfully access and excel in the California Content Standards in all core content areas.

To ensure that we meet the needs of diverse students, the Response to Instruction and Intervention (RtI2) framework will be implemented. Our school will use a multi-tiered approach to instruction and intervention. Teachers will provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level content standards. Through the ongoing problem-solving cycle it will be imperative to collect and analyze robust data on instruction and intervention to determine its effectiveness.

These opportunities will take place at health care partnership facilities and institutions. Students will be

encouraged to have additional health care related learning opportunities at East Los Angeles Community College. LAUSD Regional Occupational Programs, (ROP), will be offered as health care electives at our school.

The evidence-based instructional strategies that will be implemented include: Specially Designed Academic Instruction in English (SDAIE), reinforcement of literacy across the curriculum, integrated technology, inquiry-based instruction, interdisciplinary projects and additional strategies detailed in Classroom Instruction that Works (Marzano, 2001).

Graduating students will be prepared with a balanced global awareness, financial, civic, health, and environmental literacy, information & technology skills, and life & career skills. Our instructional program will include;

- Student Engagement
- Compelling learning environments
- Rigorous and carefully sequenced and flexible curriculum
- Innovative delivery of instruction
- Interdisciplinary work and collaboration
- Student-centered learning communities
- Service-related projects
- Professional development, professional learning communities and student organizations
- Smart use of technology
- Performance-based assessments
- Partnerships with employers and higher education for students and teachers

**b. Core Academic Curriculum**

The Hilda Solis Medical and Health Sciences Academy’s core curriculum will be coherent, rigorous, and relevant supporting high student achievement based on the California Content Standards in content areas. All students will have fulfilled the A-G and career readiness requirements upon graduation from our school. The curriculum is grounded in best practice research and culturally diverse pedagogy. All curricular areas are focused on medical and health science pathways. This instruction will be aligned with Linked Learning, which blends together strong academics, and technical education with real world experiences. Additionally, all courses will embed 21<sup>st</sup> Century Skills related to students’ career goals, such as; a health care certificate, AA Degree, and post secondary education.

Our school will prepare students to live and work collaboratively in today’s world. Project-based-units will incorporate service learning and technology. They will construct real-world solutions to real-life problems using critical thinking, written and oral presentations.

Elements of the International Baccalaureate (IB) program will be used for planning and developing units and to guide instruction. Teachers will use the Horizontal and Vertical Unit template to develop grade/subject units of study, grade interdisciplinary lessons, as well as to enhance articulation between grade levels.

**Sample English Language Arts Unit Template (IB)**

<b>Time</b>	<b>Unit</b>	<b>Standards</b>	<b>Unit Question</b>	<b>Assessment Task</b>	<b>Criteria</b>
Sept-Nov.	Personal Power and Community	R 2.4, 2.6, W 2.4	How Do Individuals Influence Communities?	Persuasive Essay	Rubric
Dec-Jan.	Write Like Reporter	R 2.4, 2.6 W 1.4, 2.3	What Makes this Event Significant?	Expository Feature Article	Rubric
Feb-Mar	Perspectives on Relationships	R 3.2, 3.3, 3.4, W 2.1	How do relationships Change Over Time?	Literary Analysis Essay	Rubric

Teachers will develop subject-specific units utilizing this template model. Furthermore, teachers will refer to the IB Areas of Interaction, Human Ingenuity, Health and Social Education, Community and Service, Environment, as a guide to enhance various perspectives and points of view to lessons.

All students will be eligible to participate in health-themed certification programs, and college dual enrollment opportunities. Grades 9<sup>th</sup> and 10<sup>th</sup> students will concentrate on learning the basic skills needed to communicate and make sense of the world around them. All students will take a health semester elective following the State's standards and a computer literacy semester elective. In addition, they will take a year-long biology course. By the 10<sup>th</sup> grade all of our students will be able to pass the State CAHSEE requirement. 9<sup>th</sup> and 10<sup>th</sup> grade students will have options to participate in real-world learning opportunities in health care facilities, after school, and on Saturdays. A minimum of 50 volunteer hours will be required per year for students in at the LAC-USC Medical Center.

Upon entering their 11<sup>th</sup> and 12<sup>th</sup> grades, students will have the option to participate in supervised work experience, online courses, and Regional Occupational Programs, medical internships, and job shadowing. These students will also be encouraged to take the SAT, ACT, and EAP assessments to prepare them for college.

Rigor begins as early as the Bridge program prior to students' freshman year. Students will participate in orientation activities that will instill behavior and attendance norms, ensure basic proficiencies in technology as well as address any learning gaps identified by 8th grade diagnostics in math and English Language Arts. Rigor continues through all courses including Advanced Placement offerings and health sciences electives and hands-on real life learning opportunities in partnerships facilities such as LAC-USC Medical Center, local clinics, adult school, community colleges, and universities.

Coherency of our curriculum is ensured through the alignment with the California State Content Standards, as well as its structure around the three tiers of the Response to Instruction and Intervention (RtI2) framework. In a multi-tiered approach to instruction and intervention, 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 socioeconomic status, ethnicity, background, or disabilities.

### **Tier I**

Core Instruction: to which all students must have universal access. All students receive high quality, evidence-based, core classroom curriculum and instruction. Within Tier 1, identified students receive additional differentiated instruction and support to improve their academic performance and to prevent them from falling behind.

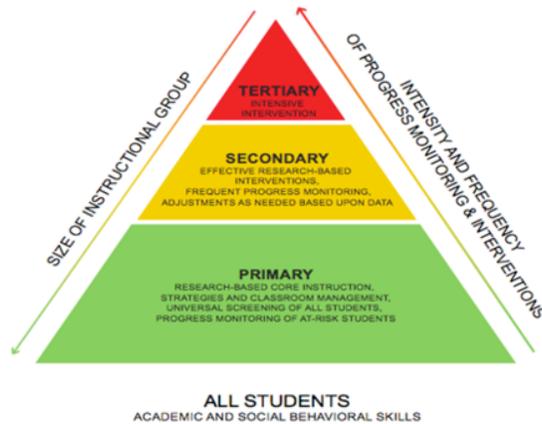
### **Tier II**

Strategic or Supplemental Intervention serves the needs of students that are not making adequate progress given good, first instruction in Tier 1 and is for those in need of additional instruction to increase the impact of core instruction to achieve proficiency.

### **Tier III**

Intensive Intervention is for students who need individualized and/or very small-group instruction that is highly focused. This level includes the use of curricula, pedagogy, or instruction that is different from Tier I and Tier II because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention. Progress monitoring at Tier III is more frequent. Within the District's tiered approach to instruction and intervention, the intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers.

The intensity, frequency, duration of support, and student-teacher ratio changes as the students move through the tiers, as does the frequency of progress monitoring.



Our staff is committed to develop a college-preparatory curriculum focused on health sciences and will guide curricular decisions at our school. The school will start with one project per grade level per year with the option to explore further connections in the future.

Teachers will make Information and Collaboration Technologies (ICT) an integral part of the school curriculum and culture. Currently, LAUSD supports a broad use of ICT technologies that can be integrated into both teacher and student learning.

Elective courses will support the school's specialization in medical and health sciences, with the support and participation of the health care partnerships. In addition the school will:

1. Adopt a 4 X 8 schedule
2. Adopt a double block schedule for students who need English or Math intervention
3. Implement an early-start calendar where first semester instruction is completed before winter break
4. Use an advisory period to monitor student learning using data and help students learn to manage their own learning and develop a personalized graduation plan
5. Character education, a prevention and intervention (Positive Action), for behavior and academic progress in Advisory period
6. Further personalization of the educational experience for all students through the promotion of strong academic relationships between teachers, students, and their families
7. Every student will have at least one health care related elective
8. Students will be placed as a volunteer at a partner health care facility

All staff members will receive training through the Search Institute's of *40 Developmental Assets for Adolescents* during the regular scheduled PD throughout the school year. All components of the core curriculum have been approved by the State of California and/or the Los Angeles Unified School District and are deemed to have met the requirements for standards and research-based curricula. The 4X 8 bell schedule will provide a 90 minute conference period for teachers, which allows for quality collaboration time with colleagues.

Teachers will create supplemental materials that incorporate the school's medical and health sciences focus. Each department will follow the state content standards in all curricular areas. All courses will integrate inquiry-based research supported curriculum. Research has shown inquiry based learning enhances students' abilities to use explanatory language, as well as improve their comprehension of science content knowledge (Lavoie & Good). Students will fulfill the A-G requirements upon graduation.

Students who are basic and below, including special needs, English Learner and Standard English Learner, will receive intervention courses as needed. The 4x8 schedule allows all students to receive medical and healthcare electives. The real-world application of concepts makes math more meaningful and interesting. Linked Learning.

**Curriculum**

The table below provides the sequence of classes that will be offered:

<b>Courses</b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>English Language Arts</b>	English 9AB	English 10AB	American Literature and Composition	Expository Composition,  Mexican American Literature  AP English Literature
Intervention	Enhancing Literacy 9AB/Read 180 (Tier II) ESL 1-4  Strategic Literacy 1AB / 2AB (Tier III)	Enhancing Literacy 10AB/Read 180 (Tier II) ESL 1-4  Strategic Literacy 1AB / 2AB (Tier III) Essential Standards of English (CAHSEE)	Essential Standards in English/Language Arts/Read 180 (Tier II) ESL 1-4  Strategic Literacy 1AB / 2AB (Tier III) Essential Standards of English (CAHSEE)	Essential Standards in English/Language Arts/Read 180 (Tier II) ESL 1-4,  Strategic Literacy 1AB / 2AB (Tier III) Essential Standards of English (CAHSEE)
<b>Mathematics</b>	Algebra 1AB <i>or</i> Geometry <i>or</i> Algebra 2AB	Geometry AB <i>or</i> Algebra 2AB <i>or</i> Trigonometry/Math Analysis	Algebra 2AB <i>or</i> Trigonometry/Math Analysis <i>or</i> Statistics AB <i>or</i> AP Calculus AB	Trigonometry/ Math Analysis AB <i>or</i> Statistics AB <i>or</i> AP Calculus AB <i>or</i> AP Statistics
Intervention	Math Tutorials	Essentials Standards of Mathematics (CASHEE)	Essentials Standards of Mathematics (CASHEE)	Essentials Standards of Mathematics (CASHEE)
<b>Science</b>	Biology	Physiology	Chemistry	Physics
<b>Medical Healthcare Electives</b>	Health Sciences/ Health Careers	Anatomy <i>or</i> Medical Terminology <i>or</i> Kinesiology	First Responders (ROP), Sports Therapy (ROP), Nursing Care (ROP), Health Informational Technician 1-5 (certificate), Dental Assistant	First Responders (ROP), Sports Therapy (ROP), Nursing Care (ROP), Health Informational Technician 1-5 (certificate), Dental Assistant

### English Language Arts

The English department will provide the most rigorous curriculum through Advanced Placement courses. Ninth and tenth grade English classes will integrate skills in Score elements which will to prepare students for the Advanced Placement English in the eleventh and twelfth grade.

The READ 180 intervention program targets low performing readers and strengthens student's skills to enable success in core English classes. Through the READ 180 program, the interactive Scholastic Reading Inventory assesses each student's comprehension level. The software automatically adjusts to scaffold curriculum to align with student needs. This technology will be available to students enrolled in Enhancing Literacy and Strategic Literacy.

Essential Standards of English / Language Arts will be the course provided to sophomores, juniors and seniors who have failed the CAHSEE. This course is designed to provide tiers II and III intervention for struggling English students.

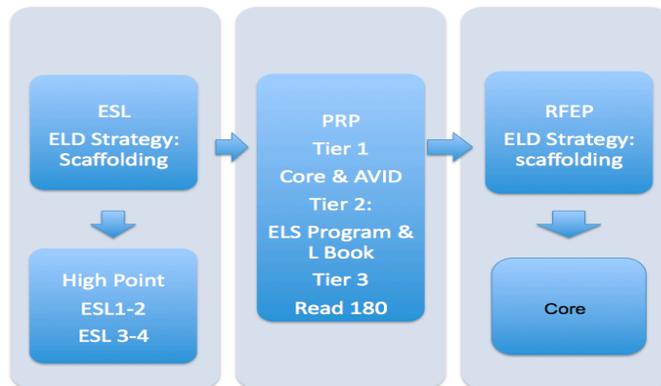
### English Learner

Our school is fully committed to providing the best education to all students, particularly English Learners (ELs). Our staff will provide universal access to core subjects to all ELs.

To accomplish universal access to core subjects the English department will:

- Use research based practices and access methodologies in order to close the ELs achievement gap
- Use assessment data (CELDT, CST, Periodic Assessment) to drive instruction
- Use, through Professional Development, diverse and strategic to address the learning gap between EL and proficient students

The staff will use forms types recommended in; Practical Guidelines for the Education of English Learners to increase language fluency and academic achievement. Intensive intervention through ESL, and ELS courses for ELs who are preparing to redesignate. ELs instruction will focus on language acquisition and competency and to prepare students to improve performance on CAHSEE, CEDLT, and CST.



Our highly trained teachers will integrate Specially Designed Academic Instruction in English, (SDAIE) methodology and strategies, in addition to culturally relevant and responsive pedagogy throughout the ESL, ELS and Sheltered core courses. SDAIE is a methodology (a set of specific strategies) designed to make instruction comprehensible and grade-level academic content accessible for ELs. Teachers will include the Four Critical Elements: Content, Connections, Comprehensibility, and Interaction into lessons.

Students in ESL levels 1 - 4 will receive double block classes of English. Tier II PRP and ELS students will receive double block classes in English. Students who require Tier III intervention will receive Read 180.

### **Mathematics Curriculum**

The mathematics scope and sequence is Algebra I, Geometry, Algebra II, Trigonometry / Math Analysis and AP Calculus. This sequence will prepare students for Advanced Placement courses.

Advanced Placement courses will provide an opportunity for high achieving math students to participate in a rigorous curriculum, exposing them to college-level learning experiences. The Mathematics Department will weave educational software such as ALEKS throughout its course offerings.

### **Science Curriculum**

All science courses will include student-centered real world projects. The department will support students who are struggling in science tutoring sessions before and after school (Tier II). All students will be offered a mentor from the partnership LAC-USC Medical Center to provide personalized guidance and academic support to encourage health sciences careers. The mentor will follow students each academic year until graduation.

Each science class will have students develop a culminating investigation/project addressing a specific health care related issue or need in the community. Culminating projects will be developed by teachers in collaboration with health care partners. These projects will enable each student to scientifically observe, record, think, use and analyze data.

### **Health Sciences Electives**

Additional electives that reflect the school's focus on medicine and health sciences will be developed. Through partnerships with LAC-USC Medical Center, Los Angeles Trust for Children's Health, East Los Angeles Occupational Center, East Los Angeles Skills Center, and California State University Los Angeles, elective classes will prepare students for Career Technical Education pathways and 'Linked Learning' in the medical and health sciences field.

Examples of a Career Technical Education pathway is, 'The Health Information Technician' sequence of course focuses on medical support services such as terminology, electronic records and filing, insurance and billing, diagnostic coding systems, and ambulatory coding systems. Courses will be offered through the East Los Angeles Skills Center and Regional Occupational Centers. Upon completion of these courses, the student will receive a certificate that will qualify him or her for immediate employment.

All students performing at grade level in English and Math will complete 50 volunteer hours per year at the LAC-USC Medical Center in apprenticeships, job shadowing, career technical education certification programs, 'Linked Learning' pathways, community college, or concurrent courses. Eleventh and twelfth grade students will be provided with additional Career Technical Educational elective course opportunities.

### **Social Studies Curriculum**

The Social Studies department will draw additional skills from related interdisciplinary areas such as English Language Arts. The department will explore and develop additional elective courses in social studies (i.e. history of medicine, etc). Students will participate in the Model United Nations program that will serve to expose students to the world organization that exists to find solutions to global issues.

In order improve student achievement our school will provide differentiated instruction by utilizing the instructional strategies in the table below.

This table offers an overview of the instructional strategies our staff will implement:

<b>Strategy</b>	<b>Description</b>	<b>Researcher(s)</b>
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).	Covington, Weirsmá, Cameron, Marzano
Homework and Practice	Homework, in appropriate amounts, positively influences student achievement. Parental involvement should be minimal; purpose should be identified and articulated.	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
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.	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, 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, Glass, Hamaker, 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 Pedagogy	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	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

Our Design Team is requesting the LIS waiver # 2, # 6 and # 3. The rational for these waivers is to improve student achievement. Furthermore, these waivers will allow the school to monitor and adjust our instructional program, methods of instruction, strategies and assessments tools in order to address the needs of all students. Teachers will participate in Professional Learning Communities in order to best incorporate the school's focus when developing Project-based units. Teachers will develop at least one project-based unit per semester, and add Project-based units during subsequent years. These waivers will enable the staff and partners to maximize educational opportunities in real world situations in the medical and healthcare science fields.

**i. Management of Multiple Schools Not Applicable**

**c. WASC Accreditation:**

**Western Association of Schools and Colleges Accrediting Commission for Schools**

Our school will immediately seek out to begin the process of Western Accrediting Commission for Schools and Colleges (WASC) affiliation. The WASC process of accreditation is an invaluable experience for the participating schools. It provides opportunities for introspection and growth. Through this procedure, schools are better able to meet the academic and social needs of their students. The following are the steps to obtain WASC affiliation:

1. Complete and Submit Request for WASC Affiliation
2. Complete and Submit Initial Visit School Description Report
3. Initial Visit Fee Invoice
4. On-site Initial Visit
5. Commission Action
6. Notification

**WASC Accreditation Process: Ongoing Improvement**

In preparation for the self-study every six years the school will be engaged in an ongoing improvement process. Below are examples of the ongoing nature of WASC Accreditation that focuses on student learning and school improvement:

- Annually update the student/community profile and discussion
- Annually summarize progress on the school-wide action plan sections, noting key evidence, and make necessary modifications in the plan
- Periodically, review the school-wide student goals (expected school-wide learning result and school purpose)
- Analyze and synthesize data that provides evidence of school progress and complete three-year report for submission to WASC
- Host a one-day review if school was granted a six-year term with a one-day visit
- In preparation for the next self-study, ensure that all shareholders are knowledgeable of student achievement data and other current data, including progress on all aspects of the action plan

Our school will use the WASC criteria, and involve shareholders through Focus and Home Groups in the examination of the program using the information from the past years about student achievement and program changes.

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

Our 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 staff will meet the needs of our diverse student population by implementing research-based instructional strategies which we have embedded in our instructional plan. Research proven strategies listed below will be an integral part of the instructional program to address the needs of all student populations:

- **Curricular/Instructional Map**  
Curricular maps will ensure that every student is offered a comprehensive personalized educational program.
- **Horizontal and Vertical Planning**  
An element of the International Baccalaureate (IB) template will include *what the teacher will expect to teach*, and *what the student will expect to experience and learn*. This template will provide teachers the structures to develop subject, grade, multi-grade and interdisciplinary service-learning units focused on health care.
- **Project Based Units**  
Project Based Units promote learning by providing students with opportunities to solve problems and make meaningful connections with the medical health science focus across the curriculum. Research shows that quality interdisciplinary instruction will improve student academic achievement by; increasing depth of understanding, aligning with State Standards, incorporates multiple intelligences and learning modalities, establishes clear student expectations, utilizes formative and summative assessments, develops higher order thinking skills and problem solving, involves community resources in and out of school, and respects cultural diversity
- **SDAIE**  
SDAIE will provide strategies for scaffolding, allowing students to access the core curriculum and concepts necessary to develop 21<sup>st</sup> Century Thinking Skills. All teachers will embed SDAIE strategies into their content lessons. These skills will guide students to become college and/or career ready.
- **Differentiated Instruction**  
Differentiated Instruction will allow teachers to incorporate best practices to accommodate the multi-mode and special needs of all students.
- **RTI<sup>2</sup> and Progress Monitoring**  
Response to Intervention and Instruction will provide a three tiered framework for student intervention. Students falling into one of the three categories of intervention will receive the appropriate remediation, and have their progress monitored until they become proficient in the core curricular areas.
- **Personalization/Student Character Development**  
The school staff will build personalized school environments where students and adults are physically and emotionally safe and secure. Learning opportunities will go beyond the classroom while reflecting real world situations will offer personal achievement that will be optimized for all student populations.

Additional strategies which will address the needs of all students include; Identifying Similarities and Differences, Summarizing and Note Taking, Reinforcing Effort and Providing Recognition, Nonlinguistic Representations, Cooperative Learning, Setting Objectives and Providing Feedback Generating and Testing Hypotheses (Inquiry based lessons) , Cues, Questions and Advance Organizers , Increased depth and complexity, and Culturally Relevant and Responsive Pedagogy.

The school will follow the District's policy to implement the special education supports and services utilizing the Districts Special Education Policies and Procedures Manuel as required by the Modified Consent Decree.

Disadvantaged students at our school will learn better when they feel safe and respected, when they feel good about themselves and have positive connections with others and when they have a sense of belonging to a community. Our teachers are committed making personal connections with students on a regular basis to improve student achievement.

Our school counselor will be responsible for supervising the support system which will include monitoring students who may need special attention and will assist them. Peer counseling will provide students with the opportunity to use their own experiences for self-help sessions and group counseling sessions. Counseling services for students in need of guidance will be offered. Furthermore, our school counselor will be responsible for supervising the support system which will include monitoring students who may need special attention and will assist them to take control of their own future. Counselors will receive referrals from parents, teachers and students to identify at-risk students with special needs. All of our teachers, counselors, and support staff will contact Local District support services for assistance when needed. The Healthy Start case manager will utilize resources in the community for referrals as well.

The school will identify English language Learners using State and District approved assessments (i.e. CELDT, home language Surveys, LAS). English Language Learners' needs will be addressed through approved embedded curriculum, SDAIE instruction, Culturally Relevant and Responsive Instruction, and Master Plan recommendations. Our teachers will modify the ELD curriculum based on the student needs.

Our school will provide accelerated curriculum and challenges for Gifted and Talented students, including AP courses, additional enrichment opportunities. Standard English Learners' needs will be addressed through monitoring, identification, and differentiated intervention practices as well as Culturally Relevant and Responsive Instruction.

Two recent studies found that a school's social capital is reflected in positive relationships between students and teachers and reduces the risk of dropping out, especially among high-risk students. (Lee & Burkam, 2003)

A dropout and credit recovery approach will be systematically utilized for students to meet the schools priorities and action steps, for all student populations including at-risk sub-groups.

A school-wide RTI<sup>2</sup> plan identifying at-risk students will be implemented year one. Through the use of universal screening at the beginning of each year, we will identify at risk students. This multi-tiered framework is a continuum of instruction and intervention where an individual student may simultaneously receive differentiated instruction in varying intensity in Tiers I, II, and III in order to match learning supports to both academic and behavioral/social-emotional needs.

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

Teachers at our school are committed to the social and emotional well-being of students and will develop an atmosphere of mutual respect to generate this sentiment.

During the Advisory period, teachers will monitor their group of students' academic progress, and social and emotional needs. Making the school a safe place where students can have someone to talk to about their personal concerns is vital to creating an engaging environment for all students. A portfolio with

student data, goals, and measurable benchmarks will be provided to every student and will be monitored, reviewed and updated in the Advisory period. Student portfolios will be utilized during student-led parent conferences, and medical and health sciences partner mentors.

The Advisory period will also be used to serve for this purpose and the counselor can pair up classes to create a dynamic that will benefit both upper and lower classmen. The Advisory period will incorporate the Positive Action, a research proven prevention and intervention program to establish personal connections between adults and students.

Our school will promote positive relationships indirectly through general policies and practices to further contribute to students having an optimistic outlook. Creating school spirit is a vital factor in keeping students connected to their academic life. This also contributes to student engagement that may be needed to assist students who may be dealing with issues outside from school. Activities such as school dances, pep rallies, health and wellness workshops, field trips, and motivational/informational assemblies, mentoring and internships will also provide positive social support for students.

The effectiveness of our vision, strategies and programs to address the diverse needs of all students will be measured using various data. Evidence of success will be reflected by a high attendance rate, a low suspension rate, fewer student discipline referrals, rate of student participation in partner volunteer and service-learning projects, increased overall grade point average, rate of reclassification, rate of promotion to next EL level, improved CELDT test scores, higher California Standardized Test scores, higher graduation rates and a higher percentage of college acceptance of graduating seniors

**a. Vertical Articulation:**

Transition Points in schools have been determined to be critical for the success of at risk students as they move through these important moments in their educational careers. Although all students do not have the same needs at these transition points, good articulation programs will provide for the greatest possible success for all students. Transition Points are those points at which students are required to make the greatest changes in their attitudes toward school, schools make the greatest changes in their attitudes toward students, or both of these situations occur simultaneously. In order to minimize the negative impact that can result from such points, articulation programs that focus on student success need to be established by the staff of our school. Included in any articulation planning are plans to support students, parents, and school staff in overcoming the dangers of transition.

There are three types of articulation that can and should occur. Each has its value, but all are necessary for students at risk to have the greatest possible chance for academic success. The three types of articulation are defined as passive, assistive, and assertive. Our school will include all three articulation programs in place, to ensure greater number of students will not fall through the cracks of the educational system.

Passive articulations are common in schools today. They require students to passively hear and see what to expect at the next level. This passive program does allow for students to get an idea of the big picture of the next level in a glorified way. For the at risk student, they may not see themselves as becoming a part of this kind of activity because they won't qualify, in their own mind, anyway.

Assistive articulations are a part of the transition programs for many schools. These programs provide direction to students and parents as to how they can prepare for their new experiences. These programs will include parent orientations that are established just prior to the opening of school. It is an opportunity for parents to feel a little more comfortable with the environment of the new program and to feel an opportunity to visually meet the child's counselor, principal, and other teachers and administrators who may be present. These assistive articulations can have great benefit to parents in helping their children.

Assertive articulations are present in secondary. This program allows for our students and parents to make a one on one connection with one or more adults in the new experience. These are activities that help to connect students and their parents to the new school program as early as possible prior to their entering this program.

These types of programs will include a bridging program that allows students to attend classes in their new environment prior to attending officially. It will include school contacts to the parents of the new students by special newsletter, telephone messages, or open house visitations. It will include invitations to parents to have semi-private school visits to the campus or program with their children when real teaching and learning is occurring.

Our staff will open up the school and classrooms to parents and students, having counselors and administrators meet with parents in small groups, and finding as many ways as possible to have parents and children visit the actual school in progress are assertive articulation programs that allow even at risk students to feel connected to their school prior to their arrival.

Assertive articulation programs are not limited to parents and students. Teachers will be involved with the students in their present and new educational environments. Teachers from both programs will meet together and coordinate their teaching curriculum and teaching strategies. They will align their student expectations to include those from teachers in the new setting with expectations of the teachers in the preceding environment.

Teacher meetings are an important part of the articulation program. The present teachers will know what will be expected of their students, and will practice with them those expectations in the safe environment that the students are already accustomed to at that time. For example, bringing notebooks, paper, pencils, and books from home to school may be a different expectation than what is experienced for some students in their present more protected environment.

Providing as much stability and familiarity for students, particularly those at greatest risk, will be a priority at the time of transition. The School Leadership Council will plan this articulation, and will provide adequate time for teachers to collaborate. Teachers in the present setting and in the new setting will be able to learn from each other.

The staff will make every effort help to lower the level of anxiety for families to help students find greater success in the transition period. Our staff will strengthen relationships and trust to lead to a better opportunity for the at risk students. Supporting parents and teachers with programs that help our students will be viewed as a priority and a valuable part of our school curriculum.

Our school will conduct collaborative meetings throughout the year with feeder schools and counselors will visit at the feeder schools in early spring. We will work with our partners to adopt medical and health science theme pipeline from elementary, middle schools, and into high school. In addition our staff will articulate with partners and higher education institutions, and ensure a smooth transition.

We will develop a summer bridge program for incoming ninth graders. Teachers of middle school and high school will also develop common forms of assessments for placement in ELA and math classes. To facilitate effective collaboration with neighboring schools, teachers will meet by department and core teams during professional development. The goal of these articulation meetings will be to focus on designing common strands that fulfills State Content Standards, the school's instructional program with a medical and health sciences focus, and incorporate the school's vision of utilizing 21st century skills.

**ARTICULATION PLANNING**

<b>Type of Articulation</b>	<b>Prior Spring Planning</b>	<b>Preparation for Fall Opening</b>	<b>Follow up Planning for At Risk Students</b>
<b>Passive</b>	Students visit existing school program	Orientation for students	Progress reports sent to parents
<b>Assistive</b>	Counselors/Coordinators meet with middle school staff for placement of students	Orientation evening for parents near opening of school year	Counselor contacts to parents through school mailings
<b>Assertive</b>	Newsletter for parents of incoming students	Parent/student open house day before school begins and teachers present	Parent/teacher/counselor conferences at first sign of student lack of academic success
<b>Assertive</b>	Bridging program for at risk students with parent meeting required	Telephone messages to parents beginning early to provide direction	Telephone messages to parents regularly keeping them updated
<b>Assertive</b>	Articulation meetings for teachers scheduled		Open door policy for parents to visit
<b>Assertive</b>	Invitation to parents/students to attend school programs	Small group meetings with principal/counselor prior to school beginning	Small group meetings with principal/counselor throughout year
<b>Assertive</b>		Invitation to join in the work of school parent organizations	Parent/teacher conferences and meetings ongoing
<b>Assertive</b>	Reach out to parents of most at risk students	Reach out to parents of most at risk students	Reach out to parents of most at risk students

**f. Early Care and Education Not Applicable**

**g. Service Plan for Special Education**

Our school’s Curriculum/Education program will meet the needs of all enrolled students, including students with disabilities, Gifted and Talented, English Learners, and homeless students.

Referral Process:

- The school will follow the District’s Policy to implement and monitor the special education process including assessment, IEPs, and the provision for special education supports and services utilizing the District’s Special Education Policies and Procedures Manual as required by the Modified Consent Decree (REF-1888.1)
- The Special Education process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and, 4) the IEP Review.
- The school will provide a free, appropriate public education in the least restrictive environment to all students with disabilities including in the least restrictive environment to all students with moderate to severe disabilities as indicated in the IEP’s Offer for Free and Appropriate Public Education (FAPE) which is determined at each student’s IEP meeting.
- The school will provide extended school year services to those students with disabilities in self contained classrooms as determined or indicated in student’s IEPs.
- The school will identify English language Learners using State and District approved assessments (i.e. CELDT, home language Surveys, LAS).

The Hilda Solis Medical and Health Sciences Academy staff is committed to:

- Ensure 100% compliance to IEP goals and Least Restrictive Environment through comprehensive monitoring and collaboration between regular education and Special Education staff
- Exceed the mandated obligations as spelled out in the Disabilities Education Act, 2004 and the Section 504 of the Rehabilitation Act of 1973 as well as the
- Modified Consent Decree (MCD) requirements
- Utilize the Welligent District program to monitor student progress and document interventions and plan
- Students will receive additional English or Math support as determined by their IEP through a learning center

(See Appendix E for Service Plan for Special Education)

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

### **a. Professional Culture**

Effective professional development uses the Constructivist Theory; “In the process of encountering new experience and applying reflective interpretation with the social context, the individual learns and comes to know” (Walker, 2002, pp. 8-9). Professionals learn to talk about the challenges of learning, teaching, assessment and the cumulative effects of their work with students. An effective Professional Development (PD) system incorporates teacher, administrator, staff, parent, and partner collaboration. Research shows collaborative creates an ongoing positive and productive school climate (Garmston).

Our faculty is dedicated and strives for academic excellence in our students. Our common goal is to create a collaborative school culture with a medical and healthcare theme. The staff will implement the structures that are incorporated in the Seven Norms of Collaboration following the Adaptive School Model. 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.

Our staff is committed to the vision of providing a rigorous curriculum 21<sup>st</sup> century skills and ‘Linked Learning’ pathways preparing students for college and careers readiness. Professional Development (PD) will involve a transparent collaborative approach. This will ensure instructional PDs will encompass sustainable and comprehensive teacher effectiveness trainings while incorporating the medical health sciences to develop lessons.

### **b. Professional Development**

The school’s professional development will include strategies to allow professional learning and will use research-based strategies, i.e. SDAIE, Interdisciplinary Project and inquiry based lessons. Our PD plan focuses on teacher collaboration that enables students to meet and exceed the California State Standards. Professional Development is driven by student performance data.

In order to facilitate effective collaboration, teachers will be grouped into Professional Learning Communities (PLC) by department and core teams. PLCs will be to focus on designing curriculum that fulfills state content standards and incorporates the school’s vision of utilizing 21st century skills and ‘Linked Learning’ to develop health care Career Technical Education opportunities.

Professional Development sessions will include monitoring the application and efficacy of the training through peer coaching and classroom observations following the Continuous Cycle of Improvement Model. This model will provide support for teachers to continue to efficient, collaborative, responsive and innovative. Peer coaching will provide teacher opportunities to observe and offer feedback on good practice lessons.

Our school will make Information and Collaboration Technologies (ICT) an integral part of the school culture and practice. The long-range technology goals are to develop programs that provide opportunities for teachers and students to become superior, highly motivated, and self-directed learners. Trainings on

the use of technology in education will empower teachers to use technologies in their instructional planning and practice.

By integrating these goals into all school professional development the technology standards then become embedded into the overall professional development plan. These ICT technologies encourage collaboration outside the school site, allowing teachers to access learning and information beyond the traditional time and space of a classroom.

### **The Seven Norms of Collaboration**

The Seven Norms of Collaboration provide a *framework/protocol* for facilitating groups, developing groups and helping groups become more skillful and collaborative. The Seven norms consist of:

- Pausing
- Paraphrasing
- Putting Inquiry at the Center
- Paying Attention to Self and Others
- Presuming Positive Intentions

### **Linked Learning**

Linked Learning will provide the opportunity to blend academics and technical curriculum that connects theoretical knowledge and real world application. The school climate and student expectation will include interdisciplinary inquiry and project-based opportunities. Students will have unique opportunities to connect their core and technical content learning in hospitals, local clinics, adult education centers, community colleges and universities.

Utilizing this protocol will enable our School Leadership Council and all stakeholders to function with the focus of promoting the 21<sup>st</sup> Century Thinker and the medical health sciences pathways.

### **21<sup>st</sup> Century Skills**

The 21<sup>st</sup> Century Skills is an innovative approach to improve student outcomes while providing college and career readiness. This approach is integrated with academics in a school-wide rigorous and relevant curriculum to. The Career Technical and Education (CTE) Professional Development will target the integration of career clusters and into everyday pedagogical practices. Our school will embed a medical and health science focus. It provides a progression of skills leading to credentials, certificates, and/or college credit, entry and degrees: Academic, Employable, and Technical Skills. Furthermore it provides comprehensive, set of skills that are in demand in the global economy:

- Critical thinking and problem solving
- Communication
- Collaboration
- Creativity and Innovation (The 4 C's)

### **Curricular/Instructional Map**

Curricular maps will ensure that every student is offered a comprehensive personalized educational program. The health care partners will be encouraged to provide input for the content and elective units. PD will include an ongoing, calendar-based process involving teacher-designed, operational planned learning curriculum, collaborative inquiry, and data driven decision making.

- Curriculum Map
- Project Map
- Consensus Map
- Essential Map

### **Horizontal and Vertical Planning**

An element of the International Baccalaureate (IB) Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. This will include what the teacher will expect to teach, and what the student will expect to experience and learn. The unit template will provide teachers the structures to develop subject, grade, multi-grade and interdisciplinary service-learning units focused on health care

### **Project Based Units**

Project Based Units promote learning by providing students with opportunities to solve problems and make meaningful connections with the medical health science focus across the curriculum. Research shows that quality interdisciplinary instruction:

- Will focus on student centered/teacher facilitator roles
- Will increase depth of understanding and student achievement
- Will align with State Standards
- Will incorporate multiple intelligences and learning modalities
- Will establish clear student expectations
- Will utilize formative and summative assessments
- Will develop higher order thinking skills and problem solving
- Will involve community resources in and out of school
- Will respect linguistic and cultural diversity

### **SDAIE**

SDAIE provides strategies for scaffolding which allows students to access the core curriculum. Some strategies will include:

- Chunking content into smaller piece
- Utilizing student friendly language
- Connecting life experiences and utilizing student realia
- Using visual and contextual cues
- Employing graphic organizers

All teachers will embed SDAIE strategies into their content lessons, EL students will be able to access the skills and concepts necessary to develop 21<sup>st</sup> Century Thinking Skills and at the same time become proficient on the State Standards. Furthermore these skills will guide students to become college and/or career ready.

### **Differentiated Instruction**

Differentiated Instruction allows teachers to incorporate best practices to accommodate the multi-mode and special needs of all students. Various strategies in Differentiated Instruction include strategies as think pair-share, note taking and graphic organizers, clear expectations, varied hands-on activities, and rubrics based on criterion charts.

### **RTI<sup>2</sup> and Progress Monitoring**

Response to Intervention and Instruction provides a three tiered framework for student intervention. Students falling into one of the three categories of intervention will receive the appropriate remediation, and have their progress monitored until they become proficient in the core curricular areas.

### **Personalization/Student Character Development**

The school will build personalized school environments where students and adults are physically and emotionally safe and secure. Learning opportunities that go beyond the classroom while reflecting real world situations will offer personal achievement that will be optimized for all, (i.e. Positive Action). An on-going process of student data will drive all instructional practices by reviewing school/district/State formative assessments and non academic measurable data.

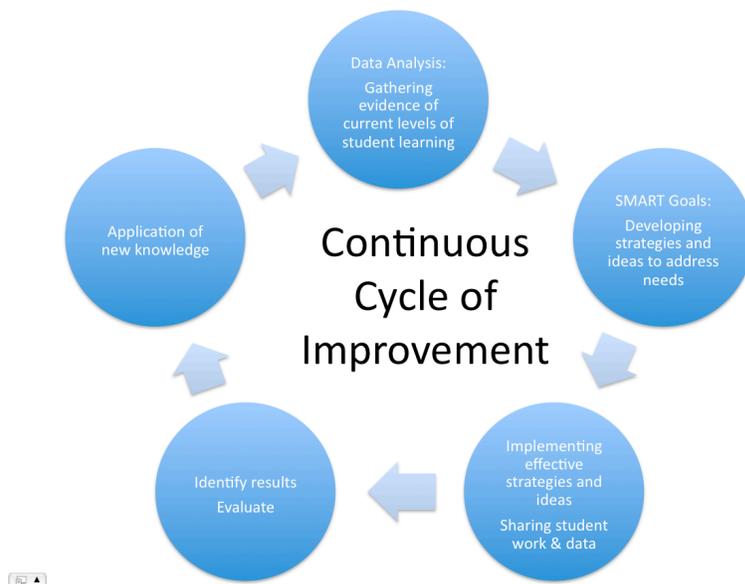
<b><i>Time Frame</i></b>	<b><i>Program/Strategies</i></b>	<b><i>Purpose</i></b>
Spring 2012	The Seven Norms of Collaboration	Teachers and staff will learn how to effectively collaborate and professionally manage conflict.
Spring 2012 (On- going year 1-5)	21 <sup>st</sup> Century Skills	Preparing students with 21 <sup>st</sup> century skills for college and career readiness
Spring 2012 (Annually)	Curricular/Instructional Map (Includes medical and health sciences focus)	Teachers collaborate in grade level teams to develop a state and national based curriculum based on common core and State Standards
Spring-Winter 2012	Horizontal and Vertical Planning, Assessments and Rubrics	Enhancing various perspectives and points of view into curriculum
Fall – Winter 2012	Project Based Units ( Includes end of the year showcase)	Enhancing student achievement through real world learning opportunities
Spring 2010	SDAIE	Provides scaffolding to enable EL students to access the core curriculum
Fall 2012 (Annually)	Differentiated Instruction	Makes instruction accessible to all learners by meeting their individual needs
Summer 2012 (On- going)	RTI <sup>2</sup> and Progress Monitoring	Teachers will learn effective assessment and strategies for student remediation.
Summer 2012	Personalization/Student Character Development (Positive Action )	Allows teacher/student connections; a social and academic student support program
Spring/Summer 2012	Career Technical Education	Establishes an equitable system for all students. Provides 16 National Clusters (and 79 programs of study or pathways) that provide relevant contexts and contexts for learning.
Summer 2013	Identifying Similarities and Differences	Incorporates comparison and clarifying tasks and the use of analogies and metaphors. Allows students to restructure and understand information.
Summer 2013	Summarizing and Note Taking	Promotes the ability for students to synthesize information. Enhances their ability to comprehend specific content for learning.
Summer 2013	Reinforcing Effort and Providing Recognition	Provides a system of rewards and praise given to students as they achieve specific goals. Enhances students' attitudes and beliefs.
Fall/Winter 2013	Homework and Practice	Allows students to practice, review and apply knowledge, there by enhancing a student's ability to reach proficiency.
On-going	Nonlinguistic Representations	Enhances ability to represent/elaborate on knowledge using mental images.
On-going	Cooperative Learning	Provides students the opportunity to work with one another to enhance learning. Various criteria is used to group students.

Fall 2012 (Annually)	Setting Objectives and Providing Feedback	Setting specific parameters of objectives and providing immediate feedback on progress and achievement
Fall 2012 (Annually)	Generating and Testing Hypotheses (Inquiry based lessons)	Promotes the use of several processes including systems analysis, invention, experimental inquiry, decision making , and problem solving.
Spring 2013	Cues, Questions and Advance Organizers	Allows students to connect what they know to what they need to know. Advanced organizers provide a visual for concepts in curriculum.
Fall 2012	Increased depth and complexity	Utilizes icons, prompts, key questions to promote higher order thinking skills.
Summer2012 (On-going)	Culturally Relevant and Responsive Pedagogy	Promotes and encourages diverse viewpoints. Educators utilize a multicultural perspective to empower ethnically diverse student populations.

Effective instruction is supported by professional development that focuses on collaboration, modeling and coaching and is sustainable and intensive (Darling- Hammond, 1997). Our school is committed to incorporating professional development that is sustainable. This will be achieved by utilizing the Continuous Cycle of Improvement for PD. By engaging in this process, the PD Sub-Committee will recommend appropriate professional development topics to ensure that all students will have access to the core curriculum as well as interventions and/or enrichment opportunities.

All professional development will utilize the Seven Norms of Collaboration to facilitate constructive collaboration. This protocol allows for respectful interaction of teachers during discussion and allows teachers to focus on PD.

The school will provide substantial professional development opportunities during: the beginning/end of school year, common planning time, common conference with team, period by period, Saturday training, school-wide training, conferences, seminars in addition to the regular professional development calendar.



Teachers will be engaged in the Continuous Cycle of Improvement Model, as they work collaboratively during professional development to ensure proper monitoring and adjustment of lessons and instruction. This will address the diverse and changing needs to all student populations (Garmston and Wellman, 2009).

Our Design Team is requesting the LIS automatic waiver # 7. The rationale for this waiver is to improve student achievement. The Professional Development plan will enable teachers to work collaboratively to ensure proper review of data, monitor and adjust lessons and instruction, strategies and assessments tools in order to improve. Additionally, this waiver will maximize educational opportunities in real world situations in the medical and healthcare science fields.

***i. Management of Multiple Schools: Not Applicable***

**c. Teacher Orientation:**

Our teachers will agree to a commitment to the plan. All teachers will participate on site professional development prior to the start of the school year. (LIS Waiver# 2 & 3) During the spring and summer PD will be focused on providing teachers opportunities to improve teacher effectiveness in order to maximize student achievement. PD will be driven by student data, outcomes expectations, and will utilize the school's priorities and action steps. Training will begin in the months of May and June of 2011. This will cultivate communication of the schools vision, mission, and school's priorities and actions steps expectations for teaching, learning student outcomes. Our teachers will adequately address student specific access to the school's curriculum and will ensure equity for every sub-group.

Effective instruction is supported by professional development that focuses on collaboration, modeling and coaching and is sustainable and intensive (Darling- Hammond, 1997). Our school is committed to incorporating individual teacher, and school-wide professional development that is sustainable. This will be achieved by utilizing the Continuous Cycle of Improvement for PD. By engaging in this process, the PD Sub-Committee will recommend appropriate professional development topics to ensure that all students will have access to the core curriculum as well as interventions and/or enrichment opportunities.

Our staff will address the academic and social 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 staff will meet the needs of our diverse student population by implementing research-based instructional strategies PD plan and will embed them in our instructional plan. Teachers will be provided with systematic PD opportunities and on-going support on research proven strategies. These strategies will be an integral part of the PD and instructional program to address the needs of all student populations, which include SDAIE strategies, Differentiated Instruction, RTI<sup>2</sup> and Progress Monitoring, Personalization/Student Character Development.

To support new and existing teachers the school will implement peer coaching opportunities. The peer coaching process will provide instructional guidance and observational feedback. Peer coaching will assist new and existing teachers on how the use data to drive instruction. Substitutes will be purchased to allow experienced teacher time to work with new teachers in the classroom. Weekly late-start PD opportunities, common-planning, classroom peer observations and modeling, subject, interdisciplinary, multi-grade cluster time, data study, district training, and attendances of seminars and conferences will be encouraged and supported. Teacher professional growth opportunities will be shared with colleagues and PD sub-committee. Additional PD support will be available to new and experienced teachers as needed.

**d. PD Program Evaluation:**

Our staff recognizes the need for continuous improvement with regard to meaningful, research driven professional development. The school leadership body will establish a PD sub-committee which includes the principal, teachers, and other stakeholders. This sub-committee will be responsible for monitoring, evaluating, and modifying the PD program. The committee will report monthly to the school leadership body.

Student and teacher performance data will be reviewed by the school leadership body PD sub-committee to evaluate and revise activities as needed in order to meet the needs of our students and staff.

In addition to the PD sub-committee, teachers will examine multiple sources of data (formative and summative assessment, classroom observation, analysis of student work, attendance, discipline referrals). Teachers will determine how the implementation of the professional development has impacted student achievement and determine the next steps and make modifications.

Throughout the year the PD sub-committee will periodically collect, review, and analyze school-wide evaluation data. They will share their findings with school leadership body, faculty and stakeholders. The PD sub-committee will closely monitor classes and instruction. Relevant and meaningful assistance and guidance will be provided to teachers as they implement the strategies addressed in PD sessions.

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

**a. Student Assessment Plan:**

Our school will work with LAUSD, CDE, and Core K-12 (an external assessment/data management system) to continuously monitor assessment process and analyze data. All teacher creative formative and summative assessments will be aligned to the California State Standards. Our staff will comply with all state mandated testing (California Star Test, CELDT, CAHSEE, etc.). Additionally, teachers will participate in the LAUSD periodic and diagnostic assessment programs in all content areas.

Staff will develop authentic assessment tools, aligning them with the school's medical and healthcare sciences focus and the 'Linked Learning' approach. By implementing authentic assessment processes teachers will hold students to high academic standards and encourage higher order thinking, such as; the various levels of Blooms Taxonomy, levels of questioning, and Costa's Habits of Mind. In addition, staff will design and administer formative and summative assessments and analyze data to systematically monitor the impact of the teacher-developed, standards-based inquiry and project-based units, lessons and assessments on student learning. Formative and summative assessment will include both task-specific rubrics and generic rubrics for every content area and project units.

As Inquiry and Project-based projects are developed, authentic assessments will be utilized to drive instruction, monitor and adjust lessons to improve student and academic achievement within real-world situations. All student performance score results will be compared between classroom, District and CST scores and recorded on student portfolios. Departments will provide the technical and technological support to enable the staff to design formative and summative assessments to:

- Establish instructional baselines
- Monitor student learning of content
- Monitor student individual growth by designing and using a student portfolio that displays student-constructed evidence-over-time of learning and achievement.

The following alternative assessment strategies are some examples of performance-based assessment. Most of the examples are embedded assessment.

- Interdisciplinary research projects
- Electronic portfolios and lab books
- Presentations
- Blogs and journals

Regular and accurate assessment of student progress in mastering grade-level standards will be essential to the success of our instructional program based upon content standards. Assessments will;

1. Determine level of skills prior to instruction,
2. Determine if students are making adequate progress towards achieving the standards, and
3. Determine whether students achieved the goals defined by a given standard
4. Determine the effectiveness of teacher created lessons and assessments

The school leadership council will establish an Assessment sub-committee which will coordinate efforts with department chairs.

The following table outlines the student assessment plan for our High School:

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

Our Design Team is requesting the LIS automatic waiver # 4. The rationale for this waiver is to improve student achievement. Furthermore, this waiver will allow the school to monitor and adjust various assessments tools in order to best address the needs of all students. Additionally, this waiver will maximize educational opportunities in real world situations in the medical and healthcare science fields.

**b. Graduation Requirements:**

Students graduating from the school will be held to the same graduation requirements as all other Los Angeles Unified School District students. These requirements meet the minimum college admissions A-G requirements and require students to pass the California High School Exit Examination (CAHSEE). They must meet graduation requirements in the following four areas:

1. Satisfactory completion of 230 credits.
  - a. Core curriculum 160 credits
  - b. Elective courses 70 credits
  
2. Satisfactory completion of all courses in the required (Core) curriculum.
  - a. English 40 credits
  - b. College preparatory mathematics 30 credits
  - c. Laboratory science biological science 10 credits
  - d. Physical science 10 credits
  - e. Social science 30 credits
  - f. Visual and performing arts 10 credits
  - g. Applied technology 10 credits
  - h. Health 5 credits
  - i. Computer Literacy 5 credits
  - j. Physical Education 20 credits

3. Passing the California High School Exit Examination.

To receive a high school diploma in the state of California, students must take and pass the English language arts and mathematics sections of the CAHSEE with a scaled score of 350 or higher. Pending the development of an alternative to the CAHSEE, students with disabilities are no longer required to pass the CAHSEE as a condition of receiving a diploma (EC Section 60852.3) Students will continue to attempt passage of the CAHSEE in the 10th grade and subsequent exams in 11th and 12th grades. Students who do not pass CAHSEE during their senior year are entitled to receive additional intensive supplemental instruction for up to two years or until they pass the CAHSEE, whichever comes first.

4. Meeting the non-course requirements listed below.

- a. Computer Literacy: Students will demonstrate computer literacy in grades 6 through 12 by one of the following methods: 1) successfully complete a computer education course, or 2) demonstrate competency on a performance assessment using the Computer Literacy Criteria Checklist. (LAUSD Reference Guide REF-913)
- b. Career Pathways: Students will assess and evaluate interests, skills, talents and abilities and select a career cluster to pursue in high school. (LAUSD Reference Guide REF-.911)
- c. Service Learning: Service learning is a teaching/learning strategy in which students learn and develop through active participation in high quality service that meets the needs of the community. Service learning strategies integrate into and enhance the rigorous academic curriculum. Service learning is aligned with the state standards, fosters civic responsibility, and provides structured time for student reflection (LAUSD Reference Guide REF-3605.0)
- d. 50 hours of volunteer work at LAC/USC every school year.

The goal of our school is to provide maximum opportunities for all high school students to fulfill graduation requirements on time, completing the A–G requirements for college admission and preparing to enter the workforce college-prepared and career ready. All students will be provided the opportunities, encouragement and support to complete course work beyond minimum requirements to achieve their postsecondary goals. These opportunities include medical and health science pathways, advance placement courses, career technical education, community college courses and internships.

Upon enrollment in our school each student will design an individualized graduation plan collaboratively with counselors, parents and his/her Advisory teacher. Students will self-monitor their progress towards graduation with the guidance and assistance of their Advisory teacher. Students who are not on track for graduation will investigate credit recovery options with the assistance of their Advisory teacher and counselor.

**c. Data Collection and Monitoring:**

Our school will utilize a comprehensive system of data collection that will include SIS, ISIS, My Data, CELDT, STAR, CAHSEE, and Core K-12 for periodic assessments and progress monitoring. This collective data will provide a thorough indication of student achievement that is both formative and summative. Teachers will also receive training on how to access student information from the various LAUSD sites available to shape their instruction.

The School Leadership Council will be composed of administrators, teachers, parents, students, and classified. Partners will be represented on School Leadership Council Sub-Committees. Collaborative inquiry is a rigorous process allowing practitioners to better describe the current state of achievement and to identify gaps between present and desired outcomes (Garmston, 2009; Wellman & Lipton, 1993). When colleagues share their observations, consider possible interpretations, and explore actions to improve student achievement, they develop common understandings of the problem and greater commitment to the developed solutions. Through this path of data analysis, the school will engage in data-driven dialogue that is aligned to student achievement goals. At all times necessary, the teaching staff will engage in professional learning communities to share teaching strategies and compare student outcome to refine the art of teaching.

All faculty members will be included in the problem-solving process, data discussions, curricular adjustments, professional development opportunities and instructional improvements needed to increase student achievement. This will take place during common conferences, common planning time, and professional development days. (See school calendar, daily schedule, and PD plan and timeline).

*i. Management of Multiple Schools: Not Applicable*

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

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

**a. Description of School Culture:**

Our school culture and climate of success will incorporate addressing the diverse needs of all students with the instructional program and research proven strategies. The staff recognizes the benefits of creating a positive learning environment, a culture of inquiry, and climate of passion for learning and success, for all students, including sub groups such as; Special Needs, English Learner, Gifted and Talented, Disadvantaged, Standard English Learners, and other at-risk student populations.

The staff is dedicated to supporting students' social, emotional, physical, and intellectual potential. Our staff will promote a positive academic, behavior and social environment by establishing core values of collegiality, performance, and continuous improvement and engender quality achievement, and learning.

These core values will establish a common language that are promoted through a series of ceremonies and rituals which reinforce common core values, build culture and community, motivate, support, communicate purpose and celebrate success. School-wide and year-round celebrations will include small and large successes, student exhibits, cultural celebrations, and performances. Several studies suggest resources that influence students' success such as: a low teacher/student ratio, high quality of teachers (as perceived by students), counselors who deal with students social and emotional needs, one-on-one and/or peer counseling groups, (Orfield, 2004), after school clubs, extracurricular activities, service-learning

projects, civic involvement and community/public service, gallery-walks, sports, academic competitions with community and health care partner judges, talent shows, and student-created performances. Our school will promote positive relationships through policies and practices to further contribute to students having an optimistic outlook. Creating school spirit is a vital factor in keeping students connected to their academic life. This also contributes to student engagement that may be needed to assist students who may be dealing with issues outside from school. Activities such as school dances, pep rallies, health and wellness workshops, and mentoring and internships will also provide positive social support for students.

Part of the celebrations embedded in the mission include; university and partnering health care facilities banners, health care and university t-shirts, medical wear and school uniforms, processions, speeches, performances, songs, and music, mottos, and slogans medical and health sciences project student presentations and exhibits, Associated Student Body and Athletic activities, Activities Director, Yearbook, guest motivational and informational speakers by partner representatives, field trips, tours and visits of healthcare facilities and universities.

A small culture will be promoted through classes and grade levels adopting career pathways in medical and health sciences to establish academic endeavor and pride at the classroom and grade level. The school mascot, uniform, motto, song, and credence, will promote an academic, behavioral, and social environment and learning. All parents, partners and staff will be visibly engaged, involved, valued and welcomed in collaborating in creating the school culture and learning environment and will come together to reinforce the mission and vision of achievement and learning by everyone. Key health care and community partners, including parents are essential in the realization of the mission and vision, and in creating the school culture for the school and a source of pride for the health care community and partners and community at large.

The staff, parents and partners will create a supportive environment where students can positively interact with peers and adults within the school. The school will collaborate together to resolve problems, celebrate student success, value and appreciate cultural diversity, 21<sup>st</sup> century skills and knowledge, college and career readiness in a global society. Staff will provide instructional looping opportunities for students as frequently as possible to maintain the relationship between students and staff for multiple years.

Student behaviors and expectations, including code of conduct, dress code, and safety procedures will be presented to parents and students at parent orientation meetings. Student behaviors and expectations will be published in student agendas and distributed to every student. A parent and student commitment to plan will be filed and included in student portfolios.

The school's priorities and action steps will be embedded in the school's culture and positive climate: Priorities: Students will attend school in a safe, caring and supportive environment, Students will be encouraged to meet and surpass the LAUSD requirements for graduation, Students will be offered a four year experience aligned to their personal goals that will allow them to graduate college prepared and career ready, Parents will participate as equal partners in their child's educational experience.

**i. Management of Multiple Schools:** *Not Applicable*

**b. Student Support and Success**

The Hilda Solis Medical and Health Sciences Academy successful students attend school 95 % of the time, demonstrate consistent academic proficiency and adhere to the student behavioral norms. Our school is committed to providing a personalized learning environment for each student through a multi-tiered approach to instruction and intervention. Teachers provide instruction at each RTI<sup>2</sup> tier of service 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. 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.

Our staff will support students through individual assistance in the classroom. Academic support will be available through the tiered support process (through appropriate placement in numerous personalized interventions), tutoring services and credit recovery classes. A personalized graduation plan will be collaboratively developed with parents for each student. The College-Career Center will be a hub for services such as aptitude and interest inventories, and college and university informational meetings. Counseling staff and the Advisory teacher will serve to support students with systemic follow-up for those students not meeting academic and attendance expectations. Behavioral contracts will be put in place for students who have violated behavior norms to ensure they are aware of expectations and consequences. Support for specialized populations will be achieved through the RTI<sup>2</sup> framework for services.

The focus of the Hilda Solis Medical and Health Sciences Academy is on medicine and health sciences. It is our belief for optimal learning to occur students need support for basic medical, mental health services, and health sciences, as well as social and citizenship training. With help from community services partnerships, students and parents will have access to various forms of assistance. Our health focus partners will provide basic medical screenings, reproductive counseling, and guest speakers on numerous health issues. These vital services will be provided through partnerships that will not be dependent upon District funding. The psychiatric social worker will coordinate mental health support activities such as gang prevention and parenting classes. Motivational speakers will be invited to provide inspiration to students to stay in school and achieve academic success. Structures such as Advisory period, block-classes for students needing intervention in Math and English will further support student success. (See Appendix K for school calendar and daily schedule).

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

Our staff believes that meeting the social and emotional needs of all students will strongly support academic achievement. Several studies suggest resources that influence students' success such as: a low teacher/student ratio, high quality of teachers (as perceived by students), counselors who deal with students' social and emotional needs, one-on-one and/or peer counseling groups, after school clubs, extracurricular activities, sports, academic competitions, talent shows, and student-created performances (Orfield, 2004).

Counseling services for students in need of guidance will be provided. Peer counseling will provide students with the opportunity to use their own experiences for self-help sessions and group counseling sessions. A school counselor will be responsible for supervising the support system which will include monitoring students who may need special attention and allowing them to take control of their own future. The counselor can receive referrals from parents, teachers and students to identify at-risk students with special needs.

Two recent studies found that a school's social capital is reflected in positive relationships between students and teachers and reduces the risk of dropping out, especially among high-risk students. (Lee & Burkam, 2003). Our teachers are committed to the social and emotional well-being of students and will develop an atmosphere of mutual respect to generate this sentiment. During the Advisory period, teachers will monitor their group of students' academic progress, and social/emotional needs. Making the school a safe place where students can have someone to talk to about their personal concerns is vital to creating an engaging environment for all students. Additionally, a mentoring program will be implemented in which upper class students in the 11th and 12th grade will mentor freshman and sophomores to provide additional support for them. The Advisory period will also be used to serve this purpose and the counselor can pair up classes to create a dynamic that will benefit both upper and lower classmen.

Another way to promote positive relationships is indirectly through general policies and practices that contribute to students having an optimistic outlook. Creating school spirit is an important factor in keeping students connected to their academic life. This also contributes to student engagement that may be needed to assist students who may be dealing with issues outside of school. Extracurricular activities and, mentoring and internships will also provide positive social support for students.

The effectiveness of these programs will be measured using various data. Evidence of success will be reflected by a high attendance rate, a low suspension rate, fewer student discipline referrals, increased overall grade point average, higher California Standardized Test scores, higher graduation rates and a higher percentage of college acceptance of graduating seniors.

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

Our school will provide instructional staff and a counselor to promote awareness of college and career opportunities. Student assemblies will explore and encourage multiple college pathways and give students the information necessary to be competitive candidates for college. An Advisory period will give teachers time to oversee each student's personalized graduation plan ensuring all A-G requirements are met. This period can also be used to assist students with their college application and financial aid process.

The Advisory teacher will work in collaboration with the school counselor and parents to develop college and career goals for all students and assist in preparing electronic portfolios for college and vocational applications. Workshops offered to students and parents will include information on the application process for University of California and California State University systems, private universities, financial aid, Advanced Placement testing, and concurrent enrollment at community colleges.

The school counselor will organize a Career Day with professionals addressing career possibilities in their field of study. Events such as College t-shirt days, numerous college field trips, clubs (such as Latinas Guiding Latinas), TELACU, and Upward Bound will be used to promote college awareness. A college night will also be scheduled which will consist of a panel of college graduates from different institutions to speak about their experience and the path taken to get into that school. Our partners at CSULA and other universities will be contacted to provide speakers, job shadowing and field trip opportunities.

Students will be encouraged to apply for the Early Entrance Program (EEP) at the California State University of Los Angeles. AP classes will be offered both traditionally and virtually. Additionally, college classes that can be taken at East Los Angeles College will be highly promoted.

Moreover, our school will provide great emphasis in the career pathways that pertain to medicine and health sciences. Through our various partners and instructional program, the students will receive relevant and rigorous instruction aligned to the medical professions and health sciences. Our career technical education will be a program of study that involves a multi-year sequence of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with pathways to post-secondary education and careers. Our vision for this career path is:

- To engage youth by contextualizing their learning by interest area
- To make learning relevant by integrating academic and career instruction
- To allow students to succeed in school and in the world of work
- To teach students transferable skills that will lead to success in all future careers
- To give students connections to learning, work and adults in the real world
- To offer employable skills

The Regional Occupational Program (ROP) will fund teachers to teach the specialized classes like sports therapy, first responders, nursing care, and other medical related courses. Students in 11<sup>th</sup> and 12<sup>th</sup> grade will also be referred to the local East LA Skills Center for additional course. Our key partner, LAC-USC Medical Center will also provide community volunteering opportunities and guidance to our students at all grade levels.

**e. School Calendar/Schedule: (See Appendix K,L)**

Our school will adopt the early start calendar and work within a block-schedule that is intervention friendly and better accommodating to our Linked Learning approach (Career Pathways). For students on a standard schedule of six periods a day, it is possible, albeit challenging, for them to complete both. Doing the math, pathway students are encouraged to complete:

- UC/CSU eligibility requirements—15 courses
- Technical sequence—4 courses
- Other state-mandated graduation requirements—2.5 courses (physical education and additional social studies course)

These courses total 21.5 units of the 24 typically available for students on a 6-period day schedule, leaving 2.5 courses for other electives. This assumes that the student enters high school performing at grade level, without needing to take remedial courses. However, flexible schedules, such as a 4x4 block, allow students to take up to 8 courses per year. With this schedule alternative, any challenge to squeeze these requirements into the 4-year high school educational program disappears.

Our Design Team is requesting the LIS automatic waiver # 5. The rationale for this waiver is to improve student achievement. This waiver will allow teachers to prepare and incorporate curriculum and instructional strategies with the medical and healthcare sciences focus.

**f. Policies (See Appendix J)**

As an internal applicant, Hilda L. Solis Medical and Health Science Academy plans to follow LAUSD policies for retention and graduation. Attached (as Appendix J) is the Hilda L. Solis Medical and Health Science Academy Positive Behavior Support Plan and Discipline Policy (Discipline Foundation Policy: School-wide Positive Behavior Support Plan- BUL 3638.0). This Document will be revisited regularly by the Discipline Committee and amended as needed.

In order to participate in the graduation ceremony and receive a high school diploma, students will conform 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 Medical and Health Science Academy. Additionally, seniors will complete a senior project in as a high school graduation requirement, in order to participate in the graduation ceremony, which will also embed the District's Service Learning requirement. 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.

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

**a. Background:**

The Hilda Solis Medical and Health Sciences Academy is a new high school located in the heart of East Los Angeles that will relieve over-crowding at Garfield 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.

The majority of community members speak Spanish as a first language. This ability allows people to work together regardless of socio-economic status or generational differences. Creativity, determination, and a networking are other strengths that are prevalent in Latino communities. These abilities 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 civil rights issues. East Los Angeles has the largest concentration of Mexican Americans in the United States which results in a deep cultural appreciation and pride. Being located in the greater Los Angeles area allows for access to local resources. Local Universities, community colleges, non-profit organizations, and private organizations that are interested in education can be provide their time, expertise, and resources for the benefit of students as they prepare for various health sciences careers and help them make a difference in the community.

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 further enhances networking opportunities among stakeholders. It is these values that can be used to encourage community 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 both in advancing their children's education and in creating an opportunity for a prosperous future.

Our school will be a revered community asset by:

- Providing a safe, orderly, clean campus with
- Presenting a rigorous standards-based academic program
- Offering ample opportunities for students and parents to be involved in school activities

The staff will engage, involve, value and welcome parents by making personal connections with students and their families and create an environment of mutual respect, and compassion. Parents will be partners in helping their children recognize the need to return to their communities to invest their talents and skills in various health care fields available. Parents will be an integral part of establishing a school climate and promoting the medical health science focus.

Our school is distinguished from other high schools in various important ways. Organizationally, educators, parents, and other partners will be working together to systematically strengthen and maintain their family and community involvement programs over time. Interpersonally, these partners will recognize that they all have vital roles to play in helping students succeed in school, and that together with students, they will be the school's learning community.

Our school is committed to securing and involving partners who support students' access to state-of-the-art technology, and real world life experiences in the health care field. These partners will support the school's vision of a medical and health sciences focus to as a vehicle for students to become 21<sup>st</sup> century skilled, highly motivated, compassionate self-directed learners, and college and career ready.

The staff's understand that parents are deeply interested in advancing their children's education and in creating an opportunity for a prosperous future. By the staff involving the parents in decisions and plans of providing a safe, orderly, clean campus with a rigorous standards-based academic program parents will have ample opportunities for them to be involved in school activities, and our school will be a revered community asset.

The school's priorities and action steps will be an integral part of student and parent engagement in all aspects of the school, and will include:

- Students will attend school in a safe, caring and supportive environment
- Students will be encouraged to meet and surpass the LAUSD requirements for graduation
- Students will be offered a four year experience aligned to their personal goals that will allow them to graduate college prepared and career ready
- Parents will participate as equal partners in their child's educational experience

This proposal holds the community needs and expectations at the heart of the plan. Community outreach efforts have been a continuous part of this process to seek input on community needs and interests for the past two years. Surveys were taken at multiple community meetings and community walks to determine the community's priorities. Parent meeting findings include an expectation for a safe school environment, a strong academic curriculum with a focus on medicine and health sciences, and employable skills preparation.

Meetings were held with partners and potential employers. These findings include an interest in students graduating with the adequate Career Technical Education in the health science field and 21<sup>st</sup> Century skills.

**b. Strategies:**

Our vision for all school community partners to collaborative and engage to maximize our students' talents and abilities in all educational disciplines.

Parents will be engaged, involved, valued and welcomed. They will be active in the decision-making as it relates to the education of their children, curriculum and instruction, bell schedule development, staffing and school climate. Parent training will allow parents to work collaboratively with school staff to support their children's academic, social, and emotional needs.

Most of the Design Team members live in East Los Angeles. Teachers from Garfield High School, Belvedere Middle School, and El Sereno, Bancroft Middle School are participating on this team. Another member of the team is an administrator at Roosevelt high School, and the three parents live and volunteer within the boundaries of the school. The team members all have personal experience intervening with students to help them improve their academic achievement, stay in school, and graduate on time. As a result of the majority of the Design Team members residing in the school's enrollment boundaries, the team's experience is deeply engaged in all aspects of the socio-economic conditions. Through strong community ties, the Team has included input from parents, students, community members and partners from surveys and meetings. The Team is committed to creating a school culture and climate where all school community partners collaborative.

The staff will deeply involve parents in the decision-making in the following areas as they relate to the education of their children:

- Curriculum and instruction,
- Bell schedule developments,
- Staffing
- School climate
- Training and academic and intervention/student support strategies,
- Participating in the School Site Council, Bilingual Advisory Boards, and Title One Advisory Council, and other school committees.

Teachers and staff are committed to providing a personalized school environment which includes diverse learning strategies; multiple modes of learning, including SDAIE and differentiated instruction, use of multiple intelligence research to guide instruction, educational experiences aligned to the reality of the real world, and will foster culturally relevant themes and family and heritage pride by having a parent

center, a monthly newsletter in English and Spanish, recognition of community leaders at awards assemblies, and parent led classroom presentations. Fairs during lunch time, after school and weekend will be organized at least twice per semester on various high interest and community needs' topics generated at parent meetings, through surveys, partners and community leaders.

Parent informational brochures about the school, programs and health care learning opportunities for students in English and Spanish will be distributed at parent orientation meetings, parent conferences and student recruitment and enrollment meetings, at community sites, including LAC-USC Medical Center, and other partner facility sites and events. An annual parent leadership conference will be organized in the spring, where food and child-care will be available. Motivational workshops held during the day and evenings for parents will be publicized through a newsletter, connect-ed, parent calendar of events and special notices. Parents will be invited to co-present the daily school announcements. A nutritionally healthy diet cooking class will be organized at the parent center and will be supported by the school budget and partners.

Mental health services and referrals will be coordinated by the school staff and health care partners. Every student will receive a school planner/agenda and be utilized as an extension from the classroom to the home, and from home to into the classroom. A presentation about the student planner will be made by every teacher at the fall evening parent 'Back to School' event.

A parent handbook based on proven research and a theoretical framework such as referenced in "*Homeside Activities*", an English Spanish parent involvement manual, (*Developmental Studies Center*), will be used as a guide to further engage and involve parents as authentic partners in the education of their children. Implicit in this design is the message of respect for diversity of student's families and communities and build upon the value of parents and their children dialoguing in their home language, and focuses on the students and parents realizing that the adults guiding them at home are valued and considered essential partners by the adults guiding them at school.

Components of this parent handbook will include;

- Academic and Intellectual Benefits which will motivate, include all parents and their experiences, value home languages, promote literacy and thinking skills, in for parents about "Thinking" curriculum and help students making past experiences and prior knowledge more accessible.
- Citizenship Benefits which will involve parents and their children in discussions about ethical behavior and principled choices about how to treat one another and others.
- Classroom Community Benefits which invites parents into the classroom and builds parents' personal connections with their children's teacher and create a feeling of shared community. This component will explore ways for parents to contribute to their children's education while providing insights and understanding for the teachers about diverse family situations and models the schools' respect for the home culture and family experiences of all students. This handbook will be provided to all parents, and on-going training will be provided.

Additionally, our school will use a research-based framework of six types of involvement:

### **Parenting**

The school will provide information, assistance and training to families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level, health care volunteer, internship requirements and future employment in the health care field at regular bi-weekly and monthly workshops, parent and partners joint meetings, during the day, evenings and Saturdays. Parents will be invited and encouraged to attend motivational meetings, seminars and conferences sponsored by representatives of the health care field. Parents will be asked to sign a commitment consent form before students' volunteering, placement and assignment at a local health care facility as part of medical and health sciences focus school requirements. Professional development will be systematically planned and provided during common planning time, on

early dismissal days, period by period meetings, staff meetings, and all-day school wide training to assist staff in strengthening connections and understanding families' backgrounds, cultures, diversity and identify goals for children.

### **Communicating**

Teachers will communicate with parents on a regular basis about student social and academic progress, project-based lessons. Counselors will communicate on a regular basis with parents about the students' academic, social progress, CASHEE test results, A-G requirements and various health care career options and pathways. The counselor will also be available to parent and students for at the career office for additional information. Staff will communicate with parents about school programs and create two-way communication channels between school and home.

### **Volunteering**

The staff will actively recruit, train, organize and publicize school and parent activities, and improve flexible schedules to involve families as volunteers and as audiences at the school or in other locations. The teachers will develop a plan which will enable them to work with volunteers who support students and the school.

### **Learning at home**

Staff will involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Teachers will be encouraged to design homework that enables students to share and discuss interesting tasks with their parents while strengthening family communication and relationships.

### **Decision Making**

Staff will include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and parent organizations.

### **Collaborating with the community**

The School Leadership Council, i.e. Partner sub-committee, will coordinate resources and services for families, students, and the school with partners, community groups, including clinics, and hospitals, businesses, agencies, cultural and civic organizations, and local colleges or universities. Parents will be encouraged to contribute service to the community, particularly within the health care field.

By implementing activities for all six types of involvement, our school's staff will help parents become involved at school and at home in various ways that meet student the needs and family schedules. Input from participants and stakeholders helps schools address challenges and improve plans, activities, and outreach so that all families can be productive partners in their children's school success. (Epstein, 2002; Salinas, 2003)

Our school will develop an environment that promotes a holistic approach (body, mind and spirit wellness) to the health and well being of each student to support high student achievement. The school will coordinate mental health services through community partners and organize numerous parent education meetings to provide resources to families. The school will coordinate health educational and informational workshops with guest speakers from our community partners such as LAC-USC Medical Center and local health care clinics on topics such as: diabetes, depression, obesity, cardio-vascular health, visual screening for eyeglasses, vital signs measurements for the most basic body functions, nutrition and healthy alternative options for wellness education, and resources including financial options that are available to them throughout the Los Angeles County Health Center, Department of Public Health, and non-profit health/medical organizations will be available. The school will explore programs and facilities which encourage adequate exercise for optimal health for all stakeholders.

The counselor will plan and deliver presentations such as Middle School Transition Night, Advanced Placement Information, and College Financial Aid, A-G and graduation requirements, and will co-present with partners from the health care field about health sciences careers with salary charts, and career pathway certification requirements, adult education and community college (AA degree) con-current enrollment, opportunities information will be made available. Information for students requiring academic and social intervention support will be provided. Ongoing support for the college application, financial aid process and college life and planning will be available to all students and parents in order to support students on their path to college.

We will collaborate with local agencies like *Families in Schools and Parent Institute for Quality Education*. 'Families In Schools' Parent Education programs assist parents in understanding how schools work, developing relationships with school staff and other parents. Parents will increase their college-knowledge such that they increase their efforts as effective advocates for their children's education. Signature Parent Education programs include: *Grade Level Transitions programs* and *Parent Academies*, PIQE's signature program as a Parent Engagement Education Program. The program educates parents on how to foster a positive educational environment for their children both at home and at school. The program is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; discussing children's college expectations.

**c. Key Community Partnerships:**

Community organizations and members will play a vital role in the success of this medical and health sciences academy. Partners will provide enrichment opportunities, curricular enhancement, service-learning opportunities, internships, job shadowing, classroom visits by guest speakers, and inspiration for students. Our school's staff will work together with partners listed:

- *LAC – USC Medical Center*
- *Los Angeles Trust for Children's Health*
- *East Los Occupational Center*
- *East Los Angeles Skills Center*
- *California State University Los Angeles*
- *Ophelia Sanders, MD*

Partners will provide mentors with representatives from the health care field to all students. Mentors will provide academic, social and emotional support to students and their families, while encouraging students to be successful in 21st Century Career Technical Education health sciences pathways, certification, employment, and pursuing careers.

Our schools' staff will work with East Los Angeles Community College, California State University Los Angeles, the University of Southern California, to provide for dual enrollment and expose all students to college campuses. Students will be encouraged to complete a community college degree, (AA degree), in a health sciences pathways by graduation.

Other university and college campus will be explored for our student dual enrollment. Students will enroll in electives with a health sciences focus at East Los Angeles Occupational Center, and East Los Angeles Skills Center. LAUSD Regional Occupational Program instructors will offer classes at our school.

The Los Angeles County–University of Southern California (LAC-USC) Medical Center is committed to providing service learning training experiences in health sciences career pathways for our students. A minimum of 50 volunteer hours will be available at this partner hospital for 9<sup>th</sup> – 12<sup>th</sup> students. Every student attending our school will receive volunteer training and will be screened before placement.

LAC-USC Medical Center will provide parent training and co-conduct parent informational meetings in English and Spanish for student's families about learning opportunities. Workshops on health care education and services will be available free of charge to parents and families through LAC-USC Medical Center. Families will be provided with financial aid applications, referrals for additional health care and mental health services. Tours for students, parents and community members will be held at this partnership hospital at least once per semester.

- LAC-USC Medical Center will provide professional development for teachers and staff to offer support in the development of project-based unit throughout the curriculum.
- Los Angeles Trust for Children's Health will explore student placement as volunteers for internships, job shadowing hands-on learning experiences at local health care clinics.
- Ophelia Sanders, MD specialized in the emergency room medical services will be a regular motivational speaker, and serve as a mentor for students interested in a medical profession.

We will explore the possibilities of partnerships providing professional development for teachers and tutoring for students. Beginning in the spring, relationships with the partnering organizations will solidify. Discussions about enrichment activities programs will commence and a timeline for implementation will be established in the spring. The School Leadership Council, along with the principal will be responsible for managing, maintaining and cultivating additional community partnership relationships. In order to meet the needs of our teen parents, we will seek to establish partnerships with local elementary schools with Early Education Centers to provide childcare allowing teen parents to continue their education.

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

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

##### **a. School Type: Not Applicable**

During the spring of the first school year, the staff will decide which governance model best fits the needs of school.

##### **b. School Level Committees:**

###### ***School Level Committees***

Our school will comply with the requirements of the Education code and the LAUSD/UTLA collective bargaining agreement and will operate according to state and federal laws and District guidelines pertaining to all Categorical Councils.

These councils include:

- Compensatory Education Advisory Council (CEAC),
- English Language Advisory Council (ELAC),
- School Site Council (SSC) and
- Local School Leadership Council (LSLC)

The School Site Council will determine the use of categorical funds and the Local School Leadership Council will determine the use of the school's general funds. All Councils will work together in the development and approval of the Single Plan for Student Achievement to insure that the most effective use of school funds is allotted to improve student achievement.

Meetings will be scheduled and held for parents of Gifted and Talented Education (GATE) students and students with disabilities. Our school will adhere to Article XXVII – Shared Decision Making and School Based Management through the Local School Leadership Council (LSLC). The LSLC responsibilities shall be to work collaboratively with other councils and stakeholders to ensure the implementation of the school vision, mission and school wide plan.

## **Responsibilities**

The school councils have the responsibility of making decisions that will support the mission, vision and instructional plan. The School Site Council (SSC) is the school's decision-making council with the goal of improving student achievement. The SSC will consist of 50% parents/community members and 50% of school staff. The SSC will develop and approve the Single Plan for Student Achievement (SPSA). The SSC will develop and approve school budgets and ensure that the expenditure of funds is aligned with the SPSA. This plan will be developed in consultation with all stakeholders with the review, certification and advice of any applicable school advisory committee, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted and Talented Education (GATE) Advisory Committee. The SSC will update and revise the SPSA annually. The SSC responsibilities shall be work collaboratively with other school governance councils to ensure the implementation of the school vision, mission and school wide plan.

The responsibilities for the SSC will include:

- Determine the participation and coordination of all categorical serves and funds
- Develop a list of suggested activities which fulfills the 20 hours commitment/volunteering by school staff and parents
- Advise on the uniform dress standards for students
- Develop a pool of resources from governmental agencies, businesses, non-profit and community based organizations who will provide expertise to the governing board as well as serve as a resource for student, staff and parent activities
- Conduct monthly meetings
- Monitor through quarterly and annual evaluations the effectiveness of the delivery of the instructional program and share the results and information with, school staff, parents/community
- Establish committees which will interview and select teachers, other certificated staff, coaches/coordinators, classified staff and administrators
- Assist administrators in organizing the school for effective instruction
- Develop roles and functions of committee members
- Develop a Home/School Compact

**c. Governing Council Not Applicable**

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

### **a. Principal Selection**

The Personnel Team, as indicated in the Tentative Agreement, Article IV Section B shall be established to select the new school's Principal. For the first school year the Personnel Team will conduct the interviews and selection of the Principal as outlined in the Tentative Agreement.

The key attributes for a principal are:

- Knowledgeable about Career and Technical Education and 21<sup>st</sup> Century skills in college-career readiness, and innovative instructional strategies, and in inquiry and project based health science lesson design
- Experienced in working collaborating and sustaining authentic parent and partner engagement
- Skilled in supporting a medicine and health sciences focus of instruction and curriculum
- Experienced in organization, planning, and the daily operational management of a high school
- Inclusive leadership
- Personnel management
- School culture development and social engagement
- Continuous Cycle of Improvement and in supporting teacher growth
- Demonstrated record in improving student achievement with all student sub groups and at-risk
- Knowledgeable of the surrounding demographics, utilizes community assets, cultural, and values
- Bilingual English/Spanish speaker

- Knowledgeable in transformational education and instructional pedagogy
- Experienced in implementing program reform
- Knowledgeable of the A-G requirements
- Knowledgeable of Special Education Modified Consent Decree
- Possess excellent interpersonal, oral and written communication skills
- Able to adhere to the California Professional Standards for Educational Leaders

(See Appendix I for Principal Job Description)

**b. Leadership Team:**

The Leadership Team will be the guiding force behind the implementation of professional learning communities through which the mission and vision of the school will be carried out. The primary purpose of the leadership team will be to establish a collaborative process, which will facilitate effective implementation of the instructional program. The Leadership Team will consist of the following:

- Principal
- Bridge Coordinator
- Categorical Program Advisor
- Instructional Coach
- Department Chairs
- Coordinators

The During these meetings the Leadership Team will share information regarding their departments, review formative and summative data, plan professional development and differentiated support for teachers, plan and modified short and long term goals to meet the mission and vision of the school and improve student performance.

The Leadership Team will meet with the teachers and staff to set goals, implement the curriculum set forth in this plan and assess the progress of students. The Leadership Team members will meet with the school's advisory council and review the school's mission, vision and progress toward the implementation of the plan. An additional role of the leadership team will be to establish systems throughout the school to ensure that parents feel welcomed, appreciated, well informed and valued.

The Leadership Team will facilitate the process for PLC to engage in collaboration where qualitative and quantitative student data will be reviewed and analyzed with the purpose refining instructional practices and monitor student progress.

The Leadership Team will be responsible for overseeing the instructional program and school operations. This would include the following: school culture and climate, professional development, common assessments, parent and community involvement, budgeting and finance, safety and operational matters, and the welfare of students. Furthermore, teachers will be engaged in the Continuous Cycle of Improvement and will address the diverse needs of all students.

The School Leadership will determine the qualifications, procedures, and time line for the School Leadership Council selection. The Principal and the UTLA Chair will automatically be school site members. School Leadership Council members will be:

- experienced working with all student populations
- knowledgeable about instructional strategies and curriculum
- experienced working with an urban-city student population
- experienced in community relations, such as finding and obtaining outside resources and establishing partners for the school
- strong, flexible, and proactive leaders
- possess excellent interpersonal, communication skills
- receptive to The Hilda Solis Medical and Health Sciences Academy's mission, vision, philosophy, and instructional program, including the medical and health sciences focus

Our Design Team is requesting the LIS automatic waiver # 11. The rationale for this waiver is to improve student achievement. This waiver will allow the school to select teachers as grade level or department chairs to best benefit the needs of the students. Additionally, this waiver will maximize educational opportunities in real world situations in the medical and healthcare science fields.

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

### **a. Staffing Model**

The selection and recruitment of all staff will be based on criteria essential for supporting, sustaining, and enhancing the school's vision, and mission of the instructional program and the medical and healthcare sciences focus. In order for the implementation of the instructional plan and to maximize student achievement, no must-placed staff will be assigned to the school. All staff will agree to a commitment to the instructional plan in order to meet the needs of all students, including special needs and English Learners.

The school will be organized into Professional Learning Communities, by grade levels and by medical and health sciences career pathways. This focus has been identified from parent/community, medical and health care partner representatives and prospective health care employers input.

Reducing class size is a priority. Small classes will benefit student performance, particularly special needs, English Learners and other at-risk students. Reducing class size will be contingent upon actual enrollment. The number of teachers will be determined by Norm Day enrollment using the student-to-teachers ratio.

Classified positions will be overseen by the corresponding Councils. Categorical funding of positions will be overseen by the School Site Council. Positions funded by district funds will be overseen by the School Leadership Council. The Single School Plan will guide the creation and elimination of classified and out-of-classroom certificated positions. The Single School Plan will determine staffing positions on a yearly basis. Special Education paraprofessionals will be allocated by the District. To ensure that the best instructional program is provided for students, the school will strive to will be staffed by highly-qualified and credentialed teachers.

We will employ teachers who:

- Shown 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
- Are experienced in research-based instructional strategies particularly in SDAIE and differentiation instruction
- Are committed to inquiry-based instruction
- Are willing to work in interdisciplinary teams on project-based learning and to collaboration
- Are willing to self-monitor and reflect upon practice
- Will promote a career and college-readiness school culture, which includes but not limited to lead an advisory group
- Share best practices with their peers
- Adhere to the California Standards for the Teaching Profession
- Are experienced working with socio-economically disadvantaged students
- Have experience and qualifications necessary to meet the needs of Special Education students
- Willing to assume Adjunct Duties such as; sponsor a club, extra-curricular activities, before or after school tutoring
- Open to Instructional looping opportunities, whenever possible, to increase personalization throughout the high school years

The following full-time positions will be funded at the school:

Principal (1), Nurse, (1), School Administrative Assistant (1), Plant Manager (1), Maintenance Staff (1), Cafeteria Manager (1), cafeteria workers (3), Office Technician (1), Librarian (1), Title I/English Learner Coordinator (1), campus aides (2), teachers including general education (25), Special Education (1), EL instructional aides (2), parent representatives (1), Counselor (1), Counselor/Dean (1), as funding permits. The school will explore with partners possibilities of providing additional personnel services, including mentors for students and Career & College Counselor.

All certificated and classified prospective employees, and future principals, will participate in the interview process by the Personnel Team.

The Design Team will function as the decision making body and will carry out all responsibilities for the school, until for the year, at which time the staff will select its' governance model, and decision making body members.

The District/UTLA Collective Bargaining Agreement Article 11 Section 16.0 will be followed for teachers affected by student enrollment changes, whenever it meets the needs of the students. Our design team is requesting waiver number 10. The rational for this waiver is so that teachers can be selected for great level, departments, subjects, and classes based on the best educational needs of the students.

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

Our school will require a “mutual consent” for all applying employees. Teachers at our school will agree to the Commitment to the Instructional Plan. No District mandated priority placement will be assigned to the school.

The Personnel Team, with consent of the Principal, will select District Transfer applicants to fill up to 50% of the initial teacher positions. Members of the Design Team will form part of the initial 50%. The purpose of this exception to Article XI, Section 16.0 is to assure that the Design Team and Personnel Team can in their discretion recruit a significant number of key faculty whom they believe to be committed adherents to the new school’s Instructional Plan, to fill any special skills, experience or emphasis needs that they believe would strengthen the launch of the new school, and to maximize student achievement.

Our Design Team is requesting the LIS waiver # 9. The rational for this waiver is for the Personnel Team to have the flexibility to select highly qualified teachers who agree with the vision, mission and instructional program and it’s focus of medical and healthcare sciences.

#### **c. Performance Reviews.**

Our school will follow the LAUSD/UTLA Collective Bargaining Agreement Article X, Evaluation and Discipline. The purposes of these procedures are to evaluate employee performance, provide assistance and remediation to employees whose performance is less than satisfactory, impose discipline where appropriate and continue to improve the quality of educational services provided by employees. Teachers will be expected to support and sustain the school’s vision, mission and focus.

Additionally, the professional culture for teachers and other certificated staff is defined through the *California Standards for the Teaching Profession*.

All teachers will be expected to follow the six standards:

1. Engaging and supporting all students in learning
2. Creating and maintaining effective environments for student learning
3. Understanding and organizing subject matter for student learning
4. Planning instruction and designing learning experiences for all students
5. Assessing student learning

6. Developing as a professional educator

**B-9. Sharing a Campus**

**a. Not Applicable**

**C. INTERNAL MANAGEMENT**

**C-1. Waivers.**

The Hilda Solis Medical and Health Sciences Academy's will have the calendar and scheduling flexibility to consolidate, at its discretion, all non-instructional paid duty time including but not limited to professional development banked time, common planning time, reduced and minimum days, for the purpose of implementing Project-based units and other professional development programs in our Public School Choice plan.

Our school will request for a waiver for Article IX Hours, Duties, Work Year, for the purpose of teachers developing a minimum of one Project-Based unit for core subjects per year. Instead, we envision the template as proving a basis for common understandings of teacher's practices and shared definitions of high-quality classroom teaching and student learning aligned with RTI2.

The staffing of a new school will be made from the Design Team and teachers from the relieved schools who opt in-following by an interview process and agree to a commitment to the plan. Design Team in combination of transfer applicants will fill up to 50% of the staffing. Thereafter, (The additional 50%) of the teachers will be interviewed in seniority order with the most senior teachers given the first opportunity to be selected by the Personnel Team. The Design Team is committed to selecting the correct percentage of teachers from each relieved school and will do so with the use of the interview process as described in this Public School Choice plan.

The purpose of implementing the interview process is to create a dynamic team of like-minded teachers who are dedicated to implementing our Public School Choice plan written. Additional waivers may be requested at a later time.

**C-2. Budget Development:**

Our design team will opt to stay with the District's norm-based funding due to the many challenges faced with a small school and per-pupil based funding as experienced by several small schools in the area. We prefer that at least on the first year we retain the security of the District funding personnel positions. The instructional plan for improving student achievement will be the primary focus for the budget deliberations.

Financial control will include oversight by the School Leadership Council and the School Site Council. The Principal, Fiscal Specialist and the councils will be held accountable for providing updates, answering questions and sharing information about budgets in order to keep all stakeholders informed of the most current budget situation. The School Leadership Council will use the District's monthly financial reports to disseminate information to the stakeholders and community, including partners.

The usual process for budget development is an ongoing process that is developed every spring with the various parent councils; Bilingual, Title One, and School Site Council. These groups meet on a monthly basis to look at pertinent student data and determine where best to allocate the resources. These groups decide what human resources will be added to the school year and what monies will be allocated for instructional material, professional staff development, field trips, etc. Once these groups have discussed and approved the budgets, the school administrator will work with Local District fiscal specialist and Categorical Coordinators to submit the necessary documents for implementation. Local District staff then submits budget proposal to Central District offices.

Categorical program budgets will be overseen by the mandated School Site Council made up of parents, teachers, administration, and students. This Council will oversee the ELAC and CEAC programs. The bilingual program (ELAC) and Title One program (CEAC) are also overseen by the Categorical Program Advisor and involves the parents. Advisory councils meet on a monthly basis to assess the progress of the Single School Plan and it's alignment with the budgetary expenditures.

The Schools Single Plan for Student Achievement (SSPSA) will serve to keep the focus of the vision and mission aligned with the expenditures. Student data will be reviewed constantly to make sure that expenditures are focused on the achievement of student's academic goals. The various councils and administration will prepare data, present to stakeholders, and make the necessary recommendations to keep the focus on student achievement at all times. In the springtime, the councils will make the necessary adjustments to budget and submit proposals for the next school year to Local District offices.

Fundraising will be a primary effort at the school site to supplement the District budget. These efforts will take place at the school site via a Booster Club and/PTA organization, and partners. These funds will augment athletic and student body budgets that remain on campus and are shared by all the student sports and clubs. All monies will be deposited at the school student store and managed by a District financial manger that will assure compliance with all ASB guidelines as mandated by District and State Education Code.

In addition, faculty and staff will develop a comprehensive plan for writing grant proposals for federal, state and philanthropic grants, as well as business and community partnerships that will allow for the realization of the vision and mission. These funds will support the instructional programs of the school and may be used to purchase of instructional materials and computer equipment to providing research-based professional development activities for teachers and staff.

Local decision-making power and the alignment of resource allocation are critical to the continuing improvement of a school. Initially, expenditures will support the school's focus of medicine. The School Leadership Council and School Site Council will collaboratively build a budget that will meet the needs of the instructional and operational program within the constraints of State and Federal laws, court orders and consent decrees, and collective bargaining agreements. Priorities for funding will include: high academic achievement for all students, and all school priorities and action steps.

**Year One:** Form the various Councils, achieve WASC accreditation, begin to create a school culture of focus on learning, build partnerships, build professional learning communities (PLCs) among staff, writing grants, focus on student intervention based on current data, focus on CAHSEE and CST benchmarks, monitor promotion rates

**Year Two:** Continue focusing on year-one goals but in addition focus on college-readiness for the Senior Class, focus on student Individualized Guidance Plan, build student success teams (SST) and coordinated student services teams (COST) school-wide, emphasize the A-G requirements, career paths, and student internships

**Year Three:** Continue to focus on the above goals but in addition monitor API indicators, CAHSEE pass rates, CST strands levels, consider alternative bell schedules, continue revisions of the Single School Plan and WASC goals. Consider establishing of IB high school certification program.

Our school will meaningfully engage all stakeholders in a transparent budget development process. The school will receive support from the Local District Principal Leader and Fiscal Specialist. The School Site Council (SSC) and the School Leadership Council will work collaboratively to effectively budget categorical funds.

**D. OPERATIONAL MANAGEMENT**

D-1. Portfolio Development.

- a. Portfolio Growth. Not Applicable
- b. Operations. Not Applicable
- c. Portfolio Evaluation Not Applicable

D-2. Organizational Responsibilities and Goals. (For network partners.)

- a. Core Functions. Not Applicable
- b. Leadership. Not Applicable

**ATTACHMENTS 1-4**