



FINAL LETTER OF INTENT

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

APPLICANT TEAM INFORMATION

Name of Applicant Team (If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):

AMELIA VELAZQUEZ/UTLA

Address:

Phone Number:

213 487-5560

Website (if applicable)

Email Address:

AXV81132@lausd.net

School site for which your team is submitting a Letter of Intent:

EAST LA STAR

(HILDA Solis Medical and Health Sciences Academy)

Grade configuration of your school:

9th – 12th

School model for which you are applying:

☐ Traditional

☐ Pilot

☐ ESBMM

☐ Network Partner

☐ Affiliated Charter

☐ Independent

☒ Local School Initiative Charter

Please respond:

1. Are you planning to operate more than one school on the campus?
2. If yes, how many schools are you proposing to operate?
3. If yes, will they all operate under separate CDS codes?

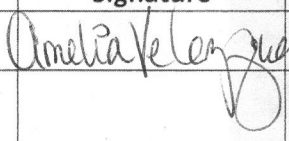

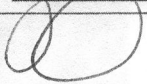
- 1.
- 2.
- 3.

School calendar-- please provide the following dates:

1. First and last date of instruction?
2. Winter recess dates
3. Spring recess dates


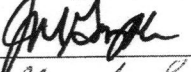

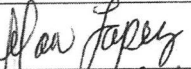

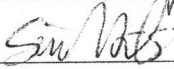
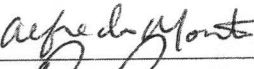


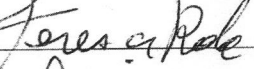
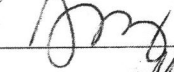
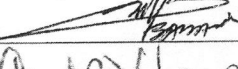
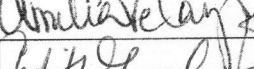



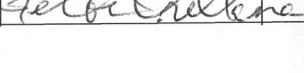
1. August 14, 2012
2. December 17, 2012
3. March 25, 2012

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

Printed Name	Signature	Phone	Email address	School/Affiliation
1. AMELIA VELAZQUEZ			Axv81132@lausd.net	El Sereno MS
(Team Members & Signatures Attached)				

Continued Page 2

East Los Angeles Star/Hilda Solis Academy Collaborative Team Members:

Name	Signature	Phone	Email	School/Affiliation
Carlos Alvarez		323 981-5552	CXA47171@lausd.net	Garfield HS
Juanita Gonzales		626 532 6171	jgosalca@aol.com	Bancroft M.S.
Gerardo Lemus		626-392-4779	gxl3567@lausd.net	El Sereno M.S.
Flor Lopez		323 354 849	florengdio@yahoo.com	GARFIELD H
Patrick Kolostyak		213 926-9120	mrkolostyak@shc.global.net	Belvedere MS
Sergio Mireles		323.440.6507	SXM8232@lausd.net	El Sereno Middle School
Alfredo Montes		323-573 9361	aam5154@lausd.net	Roosevelt H.S.
Ron Ramirez		323 245-2962	RXROTON@lausd.net	Belvedere Middle School
Veronica Ramirez		(323) 282-9041	vikyland16@yahoo.com	Garfield HS
Teresa Robles		323) 269-3079		Garfield HS
Sheldrin Ruiz		323) 697-0433	sxr1228@lausd.net	Belvedere BHS
Sekiyoba Bayavuge		323-397-7137	bess141@lausd.net	GARFIELD H.SCHOOL
Amelia Velazquez		323) 497-3339	AXV81132@lausd.net	El Sereno MS
Judith Gonzalez		(323) 346-8549	nothingbutlakers@aol.com	Garfield HS
Rudy Torres		323-397-0230	rudy.torres33694@gmail.com	Garfield H.S.
Monique Sanches		323-337-5976		El Sereno MS
Gelber Orellana		323 630-2808	orellanamsw@hotmail.com	Storanson MS



PSC 3.0 Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	Amelia Velazquez / United Teachers of Los Angeles
Name of Team Representative	Amelia Velazquez
Signature of Team Representative	Amelia Velazquez

Design Team Member Name	Signature
Amelia Velazquez	Amelia Velazquez
Sheldrin Ruiz	Sheldrin Ruiz
Teresa Robles	Teresa Robles
Veronica Ramirez	Veronica Ramirez
Flor Lopez	Flor Lopez
Ron Ramirez	Ron Ramirez
SEKIVORA, BAYAYUUE	SEKIVORA, BAYAYUUE
Sergio Mireles	Sergio Mireles
Gerardo Lemus	Gerardo Lemus
Alfredo Montes	Alfredo Montes
Patrick Kolostyak	Patrick Kolostyak
Carlos Alvarez	Carlos Alvarez
Rudy Torres	Rudy Torres
Gelber Orellana	Gelber Orellana
Judith Gonzalez	Judith Gonzalez
Monique Sanchez	Monique Sanchez

LOS ANGELES UNIFIED SCHOOL DISTRICT
Public School Choice Resolution 3.0
Applicant History Data Summary Sheet

1

NAME OF PSC SCHOOL:

Hilda Solis Medical and Health Sciences Academy

3

4

	3 Demographic								4 Performance																				
	Size	Ethnicity				Other Groups			API		CST Proficiency										Others								
	2009-10 Enrollment	% African-American	% Latino	% Asian	% White	% Free-reduced price lunch (FRPL)	% English Learners (EL)	% Students w/Disabilities (SWD)	2010 Growth	Net API Gain over 5 Years	% Proficient ELA 2010	Change from 2009	% Proficient Math 2010	Change from 2009	SWD % Proficient ELA 2010	SWD % Proficient Math 2010	EL % Proficient ELA 2010	EL % Proficient Math 2010	FRPL % Proficient ELA 2010	FRPL % Proficient Math 2010	Latino % Proficient ELA 2010	Latino % Proficient Math 2010	African-American % Proficient ELA 2010	African-American % Proficient Math 2010	Reclassification Rate 2008-09	Reclassification Rate 2009-10	Dropout 4 Year Rate 2008	4 year Retention Rates for Students Entering 9th Grade	Graduation Rate Over 4 Years
2 Applicant Team Name																													
Charter School/Network Partner																													
School 1																													
School 2																													
Local District X																													
Elementary, Middle, or High Schools																													
School-wide Teams																													
School name																													
Internal Teacher Team (Optional)																													
Garfield High School Data	2,912	0	100	0	0	89	28	10	75		39	7%	23%	14	12	13	28	34			44	47	na	na	8.7	12%		62	

INSTRUCTIONS

The Applicant History Data Sheet provides supplemental information for Section A-3 "Applicant Team Analysis." Teams may choose to use a different format than what is provided here, but applicant teams must still submit as much data as possible to respond to Section A-3 and to support the strengths of the team. While the District understands that the data may not necessarily be comparable across internal and external teams, nor within each category, data on past performance remains a critical component in the application evaluation process.

1. Name of PSC School: Enter the name of the school for which you are applying.

2. Applicant Team Name: Several examples are shown. Enter your team/organization name in bold.

-*Charter schools or Network Partners.* List each school your organization manages that is at the same level as the PSC school. For example, if the PSC school is a middle school, only list the middle schools your organization manages.

-*Local Districts.* Provide the data for either all elementary, all middle, or all high schools, depending on the level of the PSC school. If the PSC school is a middle school, provide the data for your middle schools.

-*School Teams.* Applicant teams that involve the entire school should provide school-level data.

-*Teacher Teams.* Internal teams that are groups of teachers do not have relevant data at the school level, which will be taken into consideration during the review of the Applicant History Data Sheet.

Nonetheless, teacher teams are encouraged to provide data points they feel may be relevant and useful to the review. Teacher teams must also respond in narrative form to Section A, Question 2.

3. Demographic Data: In cases where data are not available, please note with an asterisk (*) in the box.

4. Performance Data: In cases where data are not available, please note with an asterisk (*) in the box.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

Class Description
PRINCIPAL, SECONDARY SCHOOL

A. Job Purpose

Serves as the instructional leader, chief fiscal officer, and the chief administrator of a secondary school and is responsible for the direction of the instructional program and the operation of the school plant and related facilities.

B. Responsible to

Local District Superintendent or designee

C. Subordinates

Assistant Principal, Secondary School; Assistant Principal, Secondary Student Services as assigned; Assistant Principal, Secondary Counseling Services. Any of the following, unless assigned as subordinates to an Assistant Principal: Library Media Teacher; Teachers; JROTC Instructors and Senior Instructors as assigned; Career Adviser, Secondary School Counselors, and Counseling-Assistants as assigned; School Nurse, Student Attendance and Adjustment Services Counselor, Plant Manager, Cafeteria Manager, and Financial Manager as assigned for administrative direction when functioning at the school site; technical assistance received from appropriate supervisory personnel attached to central or field units; School Secretary or School Office Manager as assigned; Education Aide as assigned; other certificated and classified personnel as assigned.

D. Functions

Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, special education, and Gifted and Talented students.
4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, District policy, and procedures, and the school's student responsibility code.
7. Organizes and conducts school extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.

10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties as assigned.

E. Qualifications

Education

Required

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. At least four semester units in multicultural education or equivalent study (effective July 1, 2007). Multicultural understanding coursework must pertain to a minority group represented in the District student enrollment.
3. At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the District's Master Plan for English Language Learners.

For additional information on Master Plan requirements refer to Human Resources Division bulletin on "Culture, Language and Methodology Requirements for Administrators."

Experience

Required

1. At least eight school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
2. In addition to or concurrent with the eight years required above:
 - a. At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.
 - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
 - c. Certificated experience at a minimum of two locations.

Desirable

Successful full-time active service as a dean, head counselor, vice-principal, or an assistant principal in a middle, senior, four-year, or six-year day high school or in a position of a commensurate level requiring supervision of or leadership in the instructional program and teaching personnel in such school.

NOTE: *No more than one year of service may be credited for any school year except that service used to satisfy experience requirement 2. above may have been concurrent with the service listed in requirement 1. For definitions of years of service refer to Policy Guide E23.*

Knowledge, Skills, Abilities, and Personal Characteristics

1. Professional growth appropriate for educational administration at the secondary level; awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
2. Evidence of educational leadership at the secondary level, including ability to:
 - a. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
 - b. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
3. Capacity to lead, direct, and supervise fellow workers in education on a democratic basis, including:
 - a. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
 - b. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
 - c. Ability to recognize, use, and credit ideas of others;
 - d. Recognition that differences in background present an educational challenge toward the improvement of working relationships.
4. Ability to direct the management activities associated with the positions of middle school principal and senior high school principal.
5. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of the District's resources relating to multicultural development and instructional materials.
6. Knowledge of District policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
7. Knowledge of effective administrative and managerial practices and ability to implement them.
8. Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
9. Leadership skill in facilitating groups process, including consensus building and conflict resolution.
10. Ability to communicate effectively with students, parents, peers other District personnel and community representative, both individually and as a group.
11. Ability to compose and comprehend written communication.
12. Knowledge of and skill in budget preparation and control.
13. Ability to observe and evaluate subordinates' activities.
14. Mobility to traverse all areas of the work site.
15. Ability to travel to other sites/locations.

Health

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Credentials

One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

1. Service Credential with a specialization in administrative services
2. Standard or General Administration Credential
3. General Supervision Credential

4. The Supervision or Standard Supervision Credential and the appropriate basic credential(s) authorizing service in the areas of this class description.
5. One elementary and one secondary level credential from among the following:
 - a. Elementary School Administration or Supervision Credential
 - b. Secondary School Administration or Supervision Credential.

NOTE: This is a management class.

Public School Choice 3.0 Performance Plan

PSC School Site: ELA Star

Design Team Name: Hilda Solis Medical and Health Sciences Academy

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB		5 % FBB 16% BB					
	<i>English Learners</i>							
	<i>Special Education</i>							
	<i>African American</i>							
	<i>Latino</i>							
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadvantaged</i>							
2	% of all students scoring Prof or Adv	32%	39%	35%	Teachers will emphasize CST “power” standards throughout the year. Advisory classes will also teach CST content standards in preparation for tests.	Periodic Assessments and CST scores	37%	39%
	<i>English Learners</i>	3%	28%		Incorporation of SDAI strategies in all of their instruction.			
	<i>Special Education</i>	12%	12%		Visual organizers and other prompts will assist this population.			
	<i>African American</i>	na						
	<i>Latino</i>	31%	44%					
	<i>White</i>	na						
	<i>Asian</i>	na						
	<i>Economically Disadv.</i>	32%	44%					
CST MATH								
3	% of all students scoring FBB/BB		12% FBB 35% BB					
	<i>English Learners</i>							

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
	<i>Special Education</i>							
	<i>African American</i>							
	<i>Latino</i>							
	<i>White</i>							
	<i>Asian</i>							
	<i>Economically Disadv.</i>							
4	% of all students scoring Prof or Adv	9%	23%	20%	Math teachers will collaborate and create strategic lessons for students to grasp CST content faster	Periodic Assessments and CST scores	22%	24%
	<i>English Learners</i>	2%	34%		Incorporation of SDAI strategies in all of their instruction.			
	<i>Special Education</i>	13%	13%		Visual organizers and other prompts will assist this population.			
	<i>African American</i>	Na						
	<i>Latino</i>	9%	47%					
	<i>White</i>	Na						
	<i>Asian</i>	Na						
	<i>Economically Disadv.</i>	9%	47%					
ENGLISH LEARNERS (EL)								
7	Reclassification Rate	8.7%	12.4%	12%	Through our Bilingual Program, students will be closely monitored and will receive extra support in the classroom	CELDT scores ELA Grade CST Proficiency	14%	16%
8	% EL Students Scoring Proficient on CELDT	38%	36%	35%	Through our Bilingual Program, students will be closely monitored and will receive extra support in the classroom	CELDT Scores	37%	39%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	57%	62%	62%	Students will receive relevant,	Graduation Rate	64%	66%

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					standards-based curriculum and will be given multiple opportunities to succeed.			
10	CAHSEE Pass Rate (10 th grade)	61%	69%	69%	Students with low CST scores will receive after school and Saturday intervention to prepare them for the CAHSEE	CAHSEE pass rates	71%	72%
11	% Students In A-G Courses Receiving Grade of C or Higher	15%	15%	15%	Students will receive after school opportunities to improve classroom grades	Student report card	17%	19%
12	% Graduates Meeting A-G Requirements	21%	24%	24%	Counselor will ensure proper placement through student Individual Guidance Plan and parental support.	Matrix and 12 th grade cumulative report	26%	28%
RETENTION RATE (high schools only)								
	# First Time 9th Graders	1,547	1,112	TBD				
	% Retained 9 th Graders	48%	20%	0%	Through our personalized approach and relevant curriculum our school will support 9 th grade student promotion rates.	Credits check every semester.	0%	0%
CULTURE/CLIMATE & MISSION-SPECIFIC								
13	Attendance Rate for Students	52% with 96% or better	65%	65%	Positive incentives and contact with home will encourage students to improve attendance.	Daily and monthly attendance reports through ISIS	67%	69%
14	Attendance Rate for All Staff	65% with 96% or better	67%	67%	Principal will communicate and reinforce LAUSD expectations for staff attendance	Sign in sheets	69%	71%
15	Number of Suspensions	2%	0%	0%	Our staff will find alternative for	My Data reports		

Public School Choice 3.0 Performance Plan

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
					suspension when correcting student behavior			
16	School Experience Survey: % Parents Participating	16%	23%	23%	Our school will place great emphasis on parent engagement and support			
17	School Experience Survey: % Parents Reporting "Often or Always" in category of "Overall School Involvement"							
18	<i>Culture or Mission-Specific Indicator</i>							
19	<i>Culture or Mission-Specific Indicator</i>							
20	<i>Culture or Mission-Specific Indicator</i>							

Design Team Name

Date

Applicant Team Representative Signature

Local District Superintendent Signature

**Public School Choice 3.0
Performance Plan**

Appendix P

	<i>Professional Development Schedule</i>	
<i>Time Frame</i>	<i>Program/Strategies</i>	<i>Purpose</i>
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 st Century Skills	Preparing students with 21 st century skills for college and career readiness
Spring 2012 (Annually)	Curricular/Instructional Map	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 2012	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 ² 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 a student's ability to represent and 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.

Hilda Solis Medical and Health Sciences Academy
Curriculum Development Timeline

Priority	Action Steps	Benchmarks	Start Implementation
Instruction Plan: Medical and Health Science Focus	Teachers will look at their content standards and be able to highlight the medical/health strands in their area.	90% of the students' culminating class activities will reflect an understanding of the medical and health related field	July 2012
Instruction Plan: Project Based Units (Includes end of the year showcase)	Teachers will create one common unit of study across disciplines.	Students should be engaged in active learning at least 90% of the instructional time.	August 2012
A-G Requirements and College Readiness	Counselors and teachers will place and prepare students to be college ready	All student will have a Individualized Guidance Plan and be able to pass the college entry level exams	August 2012
Personalization/Student Character Development (Positive Action)	All teachers will include this priority in all classes. Advisory teachers will implement prescribed curriculum	80% of students will participate in extracurricular activities. Zero bullying and graffiti free campus.	September 2012
21 st Century Skills	Teachers will embed the four "Cs" in their units of study	All students will explain and give examples of the four "Cs"	October 2012
Culturally Relevant and Responsive Pedagogy	Teachers will develop culturally responsive pedagogical lessons	Culminating task will reflect a positive respect for diverse cultures	January-June 2013

Hilda Solis Medical and Health Sciences Academy
Assessment Development Timeline

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.

MEMBERS OF THE BOARD

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LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
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JOHN E. DEASY, Ph.D.
SUPERINTENDENT OF SCHOOLS

September 19, 2011

Dear Parents and Guardians of LAUSD Students,

On September 13, 2011, the Board of Education decided to proceed with implementation of a District-wide Early Start Instructional Calendar for the 2012-13 school year. Only two schools, Del Olmo Elementary and Cahuenga Elementary, will remain on the Multi-Track Calendar for the 2012-13 school year.

All students in grades K-12 will continue to be on a two-semester instructional calendar. Under the District-wide Early Start Instructional Calendar, the first day of instruction for students will be August 14, 2012 and the last day of instruction will be June 4, 2013. Summer school information will be forthcoming. Other important holidays to note include:

Admission Day observed on August 31, 2012
Labor Day observed on September 3, 2012
Veterans Day observed on November 12, 2012
Thanksgiving observed on November 22, 2012 and November 23, 2012
Winter Recess from December 17, 2012 through January 6, 2013
Dr. Martin Luther King, Jr. Day observed on January 21, 2013
Presidents' Day observed on February 18, 2013
Spring Break from March 25, 2013 through March 29, 2013
Memorial Day observed on May 27, 2013.

For the first time in decades, virtually the entire school district will be on one academic calendar. This consistency across all schools will hopefully be appreciated by the families of LAUSD students. However, it is critical to know that the 2012-13 school year will begin three weeks earlier. It is our hope that, with this ample notice, families will be able to make plans accordingly and will be prepared for the start of an earlier school year in 2012-13.

LAUSD appreciates all our families for partnering with us to ensure the vision of all youth achieving. We thank you for your cooperation and your attention. Please call your school office if you have any questions.

Sincerely,

Dr. John E. Deasy



LOS ANGELES UNIFIED SCHOOL DISTRICT

Early Start Instructional Calendar Year 2011-2012

Local Districts 1, 2, 5 and 6 Schools



Board Approved
4/12/2011

Local District 1 Schools

Canoga Park Senior High
Chatsworth Senior High
Grover Cleveland Senior High
John F. Kennedy Senior High
James Monroe Senior High
Northridge Academy Senior High
Daniel Pearl Journalism and Comm. Magnet
Reseda Senior High
Taft Senior High

Local District 2 Schools

Verdugo Senior High
Sylmar Senior High
Van Nuys Senior High

Local District 5 Schools

Thomas Jefferson Senior High
Abraham Lincoln Senior High
LEMA at Lincoln Senior High

Local District 6 Schools

Jaime Escalante ES
Maywood Academy Senior High

JULY JULIO																														
AUGUST AGOSTO																														
SEPTEMBER SEPTIEMBRE																														
OCTOBER OCTUBRE																														
NOVEMBER NOVIEMBRE																														
DECEMBER DICIEMBRE																														
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LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Graduation Requirements for the Graduating Classes of 2014 and 2015

NUMBER: BUL-5186.0

ISSUER: Judy Elliott, Chief Academic Officer
Office of Curriculum, Instruction, and School Support

DATE: February 11, 2011

ROUTING

Local District Superintendent
Local District Administrators,
Instructional Services
Local District Principal
Leaders
Principals
Local District Counseling
Coordinators
Assistant Principals
Secondary School Guidance
Coordinators

MAJOR CHANGES: This bulletin replaces BUL-307.1, *Graduation Requirements Grades 9-12 for Students in the Graduating Classes of 2010 and 2011*, dated February 22, 2010. The content has been revised to clarify the graduation requirements as they relate to the A-G Resolution and Multiple Pathways (Linked Learning). The requirements in this bulletin apply solely to the graduating classes of 2014 and 2015.

GUIDELINES: I. INTRODUCTION

On June 14, 2005, the Board of Education approved a Resolution to create educational equity through the implementation of the A-G course sequence as part of the high school graduation requirement. The A-G Resolution establishes a graduation requirement for all students to complete an A-G, fifteen-course college preparatory sequence beginning fall 2012 in order to graduate from the Los Angeles Unified School District (LAUSD). All students are now required to be enrolled in the A-G course sequence.

All ninth grade students who entered an LAUSD high school in fall 2008 (graduating class of 2012 and thereafter) must be enrolled in a complete sequence of A-G courses. Beginning with the spring semester of tenth grade, students and their parents are permitted to request a course substitution waiver of the A-G course requirements for high school graduation (Attachment A). Waivers will be available to students who are opting out of the 3rd year of math or the world languages sequence only. Only A-G courses may be substituted for the opted out course(s). The school will inform the students and parents/guardians of all the implications relating to college admission and other post secondary opportunities. Each student will establish a high school course plan and a career pathway with their parent/guardian and the school counselor. This process will apply to the graduating classes of 2012 through 2015.

Beginning with entering 9th grade students on July 1, 2012 and thereafter (graduating class of 2016 and beyond) students must be enrolled in the fifteen-course college preparatory A-G sequence and must complete these



Guiding Principles for the School Community

1. Respect

I treat others the way I want to be treated
I respect laws, rules, and school authority
I treat people fairly and respect their rights
I respect private and public property

2. Responsibility

I take responsibility for my actions
I choose how I respond to others
I return what I borrow

3. Appreciation of Differences

I look for the good in others
I respect each person's right to be different
I see cultural diversity as an opportunity for learning

4. Honesty

I am honest with myself and others
I act with integrity
I avoid spreading rumors or gossip

5. Safety

I engage in safe activities
I keep my body and mind healthy
I choose only those things that are really good for me

6. Life-Long Learning

I come to school prepared to learn
I give my best in everything I do
I am open and alert to solutions

When you
model the
Guiding
Principles,
you

Treat others with respect
Find peaceful solutions
Listen to each other
Are drug free
Keep our school clean
Have healthy friendships
Produce your own work
Maintain honesty and integrity
Show empathy and compassion
Defend others' rights
Appreciate differences
Respect the property of others
Engage in safe activities

and
you
don't
tolerate:

Bullying and intimidation
Weapons
Fights, threats, and violence
Drug possession and sale
Graffiti and vandalism
Gang activity
Cheating and plagiarism
Forgery and falsification
Sexual harassment and assault
Blackmail and extortion
Prejudice and hate crimes
Robbery and stealing
Fireworks and firecrackers



1. **Learn and follow school and classroom rules.**
2. **Solve conflicts maturely, without physical or verbal violence.**
3. **Keep a safe and clean campus that is free of graffiti, weapons, and drugs.**
4. **Be good role models and help create a positive school environment.**
5. **Report any bullying, harassment, or hate motivated incidents.**
6. **Display good sportsmanship on both the athletic field and playground.**
7. **Attend school on time, have school books and supplies, and be prepared to learn.**
8. **Keep social activities safe and report any safety hazards.**



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT D

STUDENT TIPS

Students are one of the most important groups responsible for making the school climate safe and healthy. Students who follow school and classroom rules and encourage others to do so too, help make school a fun and pleasant place to be. Below are several tips students can use to demonstrate appropriate positive behavior at school.

- Learn and follow *Culture of Discipline: Guiding Principles for the School Community* and the *Culture of Discipline: Student Expectations*.
- Participate in safe activities and avoid danger.
- Be accepting of individual differences between people.
- Participate in school activities. Join clubs and sports teams at school and in your community.
- Communicate with your parents/caregivers. Let them know what is going on in your life. Introduce them to your friends and always tell them where you are going.
- Don't wait for the problem to get too big before you tell your parent or a trusted adult.
- Find a trusted adult who can mentor and support you in achieving your dreams.
- Get help when you need it. Ask questions when you don't understand.
- Treat others like you want them to treat you.
- Remember that you matter. Your ideas, thoughts and opinions are important and have value. Consider leadership opportunities.
- Get involved in your community. You can make a difference in someone's life.
- Show respect by using respectful language and actions.
- Report unsafe, unhealthy conditions and bullying to an administrator.
- Be honest. Telling the truth, keeping your word and not cheating are the best ways to show character, responsibility, and maturity. Be proud of what you achieve on your own. If it's your best, then it's the best!



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

ATTACHMENT I

CONSEQUENCES/SCHOOL RESPONSE REFERENCE GUIDE

Level A: Preventive Plans Misconduct that Requires Classroom Supports	Level B: Preventive Plans Misconduct that Requires a Collaborative Team Response	Level C: Intervention Plans Serious Offenses with almost no Administrative Discretion
<p><u>Preventive Plans</u></p> <ul style="list-style-type: none"> Reinforce guiding principles Identify, teach and reinforce behavioral expectations, rules and social skills Actively supervise, monitor and provide feedback on behavior in all areas of the school Use firm, fair, corrective, consistent disciplinary techniques Identify resources at school, local district, and in the community <p><u>Examples of School-Related Misconduct</u></p> <ul style="list-style-type: none"> Classroom disruption, (e.g., speaking out, out of seat). Occasional tardiness Poor team work/incomplete work Harassing other students Inappropriate clothing for school Non-compliance with rules <p><u>Examples of Consequences</u></p> <ul style="list-style-type: none"> Use time-out, demerit, loss of privileges or points consistently and non-emotionally assigned With the student, develop a contract with explicit expectations for behavior and consequences Assign student a written apology Call parents and alert them about behavior, eliciting their partnership Assign a contribution plan (i.e., contributing back to the classroom environment) <p><u>Examples of School Response</u></p> <ul style="list-style-type: none"> Re-teach group expectations, routines, and strategies, modify grouping patterns Use systematic positive reinforcement for students when they act appropriately Use mentoring strategies; assign a mentor Utilize a daily report card, involving parents and other staff in a partnership of support Utilize peer tutoring/counseling Determine the function of the student's behavior and teach replacement behavior 	<p><u>Preventive Plans</u></p> <ul style="list-style-type: none"> Work as a team, coordinating services Collaborate with parent/caregiver(s) Develop a school-based mentoring program Access school, local district, District, and community resources <p><u>Examples of School-Related Misconduct</u></p> <ul style="list-style-type: none"> Fighting Excessive tardiness/ongoing defiance Engaging in habitual profanity or vulgarity Being under the influence of alcohol or drugs Vandalism/Graffiti/Theft Bullying, harassment, sexual harassment Truancy <p><u>Examples of Consequences</u></p> <ul style="list-style-type: none"> Assign detention or in-school suspension Involve student in the development of individual behavior support plan to change behavior Enlist parent participation in a consistent response plan, e.g., daily signed behavior report Clean up/make restitution Loss of privileges Assign an out-of-school suspension Possible arrest <p><u>Examples of School Response</u></p> <ul style="list-style-type: none"> Convene a Student Success Team (SST) or COST Parent Conference Use debriefing forms to address misconduct Refer to community agencies Assign campus responsibilities Provide conflict resolution training, peer mediation, anger management Encourage enrichment activities (after school clubs) Assign Alternatives to Suspension, including in-school suspension or detention Assign out-of-school suspension Report to Law Enforcement 	<p><u>Intervention Plans</u></p> <ul style="list-style-type: none"> Identify crisis intervention plan and procedures Identify emergency resources Use resources in school, local district, District, and community Work as a team, coordinating services Collaborate with parent/caregiver(s) <p><u>Examples of School-Related Misconduct</u></p> <ul style="list-style-type: none"> Possessing, selling, or furnishing a firearm Possessing and/or brandishing a dangerous object Possession of an explosive Selling a controlled substance Committing or attempting to commit a sexual assault or committing a sexual battery Causing or attempting to cause a serious physical injury to another. Robbery, extortion <p><u>Examples of Consequences</u></p> <ul style="list-style-type: none"> Assign out-of-school suspension Expulsion Possible arrest <p><u>Examples of School Response</u></p> <ul style="list-style-type: none"> Conduct investigation, interview all witnesses Consult with Student Discipline Proceedings Office Report to Law Enforcement Conduct parent conference/pre-suspension conference Review suspension and expulsion bulletins for specifics regarding mandatory actions Review teacher-student-parent interaction history Review social adjustment history Review Special Education status Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)

Waiver Identification Form

School Site:

East Los Angeles Star Academy

Proposed School/Design Team Name:

Hilda Solis Medical and Health Sciences Academy

Proposed Governance Model (mark all that apply):

- ☐ Traditional ☒ Local Initiative School ☐ Expanded School Based Management
☐ Pilot ☐ Network Partner

Waiver Request:

- | | |
|--|---|
| X Methods of improving pedagogy | <input type="checkbox"/> Curriculum |
| <input type="checkbox"/> Assessments | X Scheduling |
| X Internal organization (e.g., SLCs) | X Professional development |
| <input type="checkbox"/> Budgeting control | X Mutual consent requirement for employees |
| X Teacher assignments* | X Staff appointments (e.g., department chairs)* |
| <input type="checkbox"/> Discipline & codes of conduct | <input type="checkbox"/> |
| Other**: _____ | |
| <input type="checkbox"/> Health and safety | |

*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

**Both new and focus school applicants selecting "Other" above must provide a rationale for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

Approval Signature:

Principal/Administrator: _____

Date: _____

UTLA Chapter Chair/Rep: _____

Date: _____

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: February 6, 2012

School/Office: Hilda Solis Medical and Health Sciences Academy

Local District/Division: LD5

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
Article IV-A Assignments Section 2.0 Uniform Staffing

Waiver Description: (Describe the actions that require a waiver)

- The purpose of this waiver is for the selection of teachers will be bases on seniority, except in cases which best serves the educational needs of the instructional program and school's focus, the needs of the students.
- Looping will be determined for Advisory teachers and counselors whenever possible.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

In order to ensure successful implementation of the Public School Choice Plan 3.0, the waiver is required and includes;

Consideration beyond seniority rights will be considered for the assignment of teachers to subjects and classes, looping, to ensure the assignment of the most qualified teachers.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Supt/Division Head/Designee

Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
Fax: 213-241-8405
Phone: 213-241-6056

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

**PUBLIC SCHOOL CHOICE 3.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: November 14, 2011

School/Office: Hilda Solis Medical and Health Sciences Academy (East Los Angeles Star High School)

Local District/Division: LD5

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
Article IX Hours, Duties, Work Year Section 3.1

Waiver Description: (Describe the actions that require a waiver)

- Faculty will have an additional 3 – hour obligation per week; 1.5 hours every Tuesday and 1.5 hours to be collaboratively agreed upon by grade level content teams, and interdisciplinary teams..
- Faculty will have a requirement for two 4-hour Saturday sessions each school year for the purposes of professional development as described above.

Rational: (Describe how this waiver will address the needs or functionality of this school and create conditions for improvement)

The purpose of the three additional hours per week and two 4-hour Saturdays per year is to provide adequate time for professional development which will include content grade level teams, and interdisciplinary teams, which will look at the results of students work, analyze data, create common lessons and common formative assessments. It will also allow for in depth study of successful instructional strategies and time for teachers to serve on a WASC committee.

Year 1 is critical for the creation of curriculum with the plan's medical and health sciences focus, for advisory, creating the common lessons and common assessments as well as preparing for the initial WASC visit.

Requesting Administrator's Approval:

Interim Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

**PUBLIC SCHOOL CHOICE 3.0
LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM**

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: November 14, 2011

School/Office: Hilda Solis Medical and Health Sciences Academy (East Los Angeles Star High School)

Local District/Division: LD5

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
Article IX Hours, Duties, Work Year Section 4.1

Waiver Description: (Describe the actions that require a waiver)
An expected lesson plan format has been adopted and all teachers will be expected to use it.

Rational: (Describe how this waiver will address the needs or functionality of this school and create conditions for improvement)
As part of the Public School Choice plan for the Hilda Solis Medical and Health Sciences Academy and the PLC collaboration, teachers will develop lessons that incorporate elements of the IB template, SDAIE, Project-based, and the school's focus; medical and health sciences with career technical education.
It is our belief that the components of the lesson planning described will impart a common foundation that can assist teachers in moving toward an in depth collaboration. We envision the template as providing a basis for common understanding of teaching practices and shared definitions of high quality classroom teaching and student learning aligned to Tier 1 of RTI2.

Requesting Administrator's Approval:

Interim Principal/Administrator

Date

Local District Superintendent/Division Head/Designee

Date

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: February 6, 2012

School/Office: Hilda Solis Medical and Health Sciences Academy

Local District/Division: LD5

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)
Article IV-A Assignments Section 2.0 Uniform Staffing

Waiver Description: (Describe the actions that require a waiver)

- The purpose of this waiver is for the selection of teachers will be bases on seniority, except in cases which best serves the educational needs of the instructional program and school's focus, the needs of the students.
- Looping will be determined for Advisory teachers and counselors whenever possible.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

In order to ensure successful implementation of the Public School Choice Plan 3.0, the waiver is required and includes;

Consideration beyond seniority rights will be considered for the assignment of teachers to subjects and classes, looping, to ensure the assignment of the most qualified teachers.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Supt/Division Head/Designee

Date

Send or fax completed/signed form to: Office of Staff Relations
333 S. Beaudry Avenue, 14th Floor
Los Angeles, CA 90017
Fax: 213-241-8405
Phone: 213-241-6056

ASSURANCES FORM

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

☐ Traditional
 ☐ Pilot
 ☐ Network Partner
 ☒ X ESBMM
☐ Independent Charter
 ☐ Affiliated Charter

Name of School **EAST LA STAR** Name of Applicant Group/Applicant Team **HILDA SOLIS MEDICAL AND HEALTH SCIENCES ACADEMY**

Lead Applicant **Amelia Velazquez/UTLA**

Title of Lead Applicant **Lead Design Team Member**

Mailing Address _____

Phone Number **213 487-5569**

Fax Number _____

Email Address **AXV81132@lausd.net**

Website (if available) _____

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

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

Please check one of the following statements:

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

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

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

2. Assurance that an Applicant Organization is Solvent (For External Organizations Only)

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

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

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

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

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

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

(For Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education.

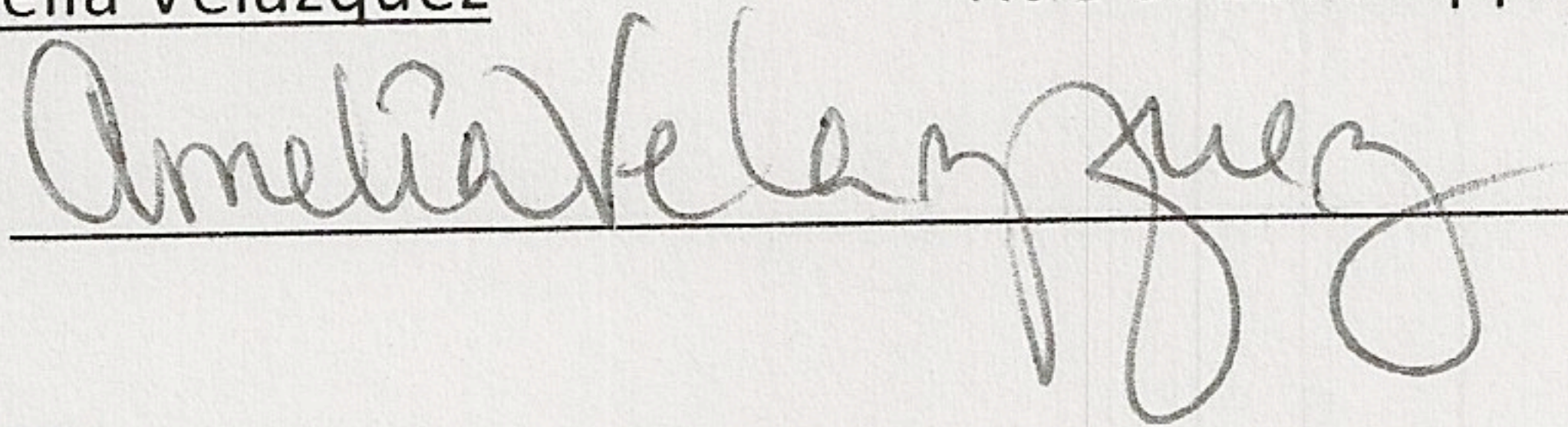
Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

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

Name of Lead Applicant Amelia Velazquez

Title of Lead Applicant Lead Design Team Member

Signature of Lead Applicant



Date November 14, 2011

Name of Board President* _____

Signature of Board President* _____

Date _____

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

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOLS OF CHOICE

SERVICE PLAN FOR STUDENTS WITH DISABILITIES

ASSURANCES

School Identification #: East Los Angeles Stan

I assure that Hilda Solis Academy, a Public School of Choice will maintain compliance with the following:
School Name

Number	Assurance	Signature
1	The Public School of Choice named above will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.	Amelia Velazquez
2	The Public School of Choice named above will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree.	Amelia Velazquez
	As part of the agreement to abide by the conditions of the Chanda Smith Modified Consent Decree the Public School of Choice agrees:	Amelia Velazquez
3A	To use the Welligent IEP Management System	Amelia Velazquez
3B	To use the LAUSD Elementary or Secondary Student Information System. (Either ESIS, SSIS or ISIS upon implementation)	Amelia Velazquez
3C	To operate a compliant Special Education Program using the LAUSD Special Education Policies and Procedures Manual	Amelia Velazquez
3D	To complete and submit the "School Self Review Checklist" for programs serving students with disabilities annually.	Amelia Velazquez

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOLS OF CHOICE

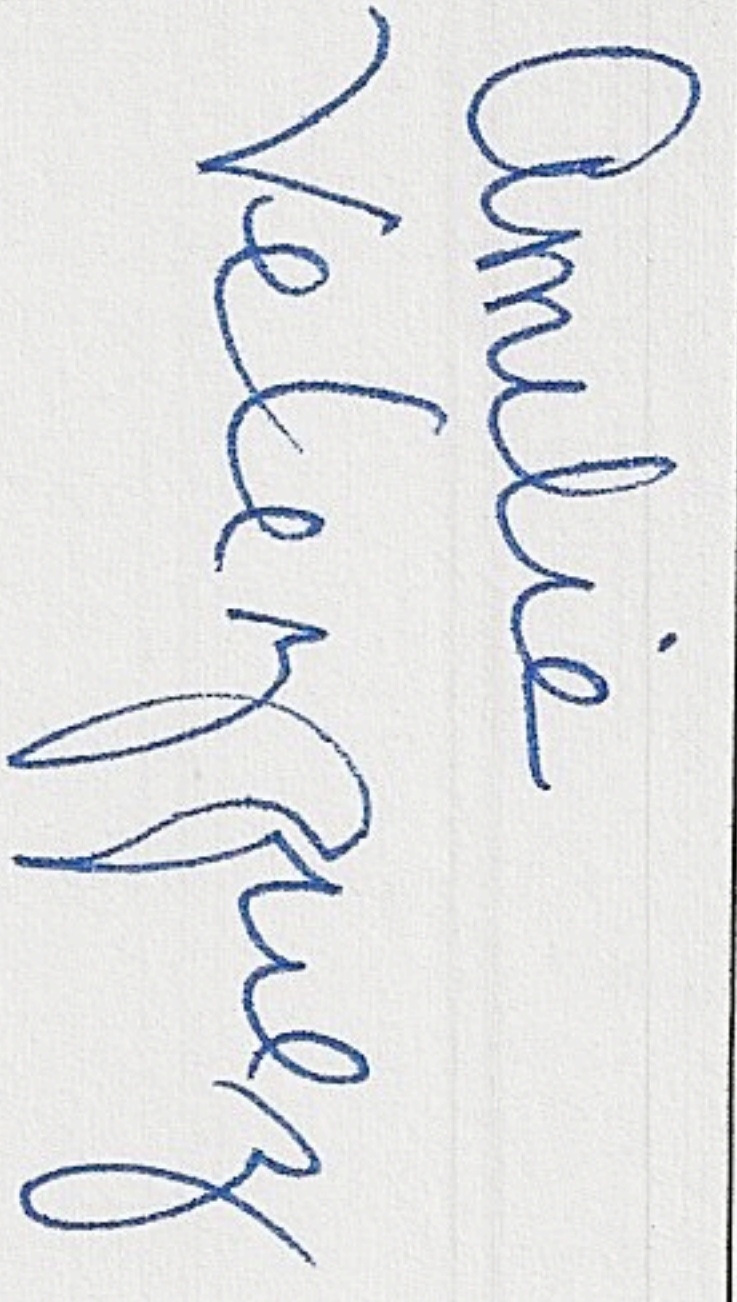
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Number	Assurance	Signature
4	<p>The Public School of Choice agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.</p>	
5	<p>The Public School of Choice agrees to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.</p>	