

Los Angeles Unified School District  
**Operating New Schools and Improving Underperforming Schools**

Young Empowered Scholars (YES) Academy  
Proposal  
2009-10 School Year

## **1. Executive Summary**

This proposal is submitted by Hyde Park Elementary Community Public School. The existing Hyde Park Elementary School will be renamed the Young Empowered Scholars (YES) Academy. YES Academy will ensure that the student composition will be reflective of the demographics of the overall school community, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster care placement.

### **Student Population**

The YES Academy will serve an urban, multi-cultural, multi-ethnic student body without regards to race, sex, color, ethnicity, national origin, or disability. YES will be a 100% Title I school that serves a population of 680 students in Pre-Kindergarten through 5<sup>th</sup> Grade. The population consists of 60 % Hispanic and 40% African American with nearly 43% identified as English Language Learners. The school's educational programs will serve students of all abilities, ranging from those who are academically low performing to those who are high performing and gifted/talented.

### **Vision**

The YES Academy provides student-centered, standards-based instruction in a multicultural environment. Our students will become highly successful, enthusiastic, motivated life-long learners and high achievers.

The success of YES relies on its professional learning community and a nurturing culture of high academic success. We offer a progressive student centered curriculum that uses culturally and linguistically responsive pedagogy and differentiated instruction to address all students' different learning styles, strengths, talents, and interests. The innovative use of technology will help enhance the student-centered curriculum and prepare YES' students for the future. Through full partnership of the student body, committed staff, parents and community, all students will reach the vision.

### **Mission**

YES Academy is a learning community in which all students will recognize and embrace their full potential to realize their goals and dreams. It is a place where family and community members will be valued as the child's first educator and will be an integral part of the student's academic life. The mission is to provide a student-centered, standards-based instructional program in an environment which validates and celebrates the language and culture of the students. Students will be provided with a variety of opportunities to expand and enhance their learning experiences through research-based learning tools, strategies, and methods designed to ensure that all students are fully prepared to succeed and achieve.

The overarching mission of YES Academy is to create an engaged learning community through teaching practices and professional development that fosters exploration and in-depth understanding, learning environments that support student risk-taking, inquiry and imagination, and assessment practices aligned with creative hands-on learning. Dedicated stakeholders will inspire students to become responsible and contributing members of the school and the greater community.

### **Philosophy**

Our students and their needs are the driving force for all our decisions and behaviors at YES Academy. Every student is valuable, important, and unique. We respect and strive to understand our students' diverse contexts, including race, religion, ethnicity, language, sexual orientation, disability, socioeconomic status, gender, and age. Therefore, we seek to establish a nurturing learning environment that accepts and advocates for the whole child. Teachers become the facilitators for student growth and the school community as a whole make decisions based on what will best meet students' academic, social, and emotional needs and support student achievement. We believe:

- Education is a shared responsibility between all stakeholders
- Meeting student needs is the determining factor for decisions made at school
- All students can learn when educators build on their unique strengths and allow them to be successful at their own pace

- Multiple Intelligences pedagogy addresses our students' varied learning styles and unique strengths
- A multi-tiered approach to instruction and intervention will improve student achievement
- Integration of active learning, technology, environmental education, and visual/ performing arts will motivate teaching/ learning
- A climate of mutual respect and an appreciation of diversity is critical to promote a learning community
- Adult behavior serves as an important model for our students' behavior
- Teaching behavioral expectations and conflict resolution skills are necessary to promote peace in the school, neighborhood and global community
- Collaboration is essential for an individualized, effective education program

We believe that the Guiding Principles of a Responsive Classroom

(<http://www.responsiveclassroom.org/about/aboutrc.html>) will best guide our student-centered YES Academy.

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.

## **Educational Plan**

YES Academy's educational plan is a comprehensive approach to teaching and learning aligned with our mission and vision and focused on the whole child. A standards-based and academically rigorous curriculum will be continually developed and utilized. Researched-based methodologies such as Thinking Maps, differentiated instruction, culturally relevant pedagogy, increased opportunities for structured talk and writing, cooperative learning, and academic language development will be implemented for all students including, English Language Learners, Standard English Learners, and students with special needs. The Response to Instruction and Intervention framework will be the basis for on-going assessments of all students. On-going professional development will be planned to support the instructional needs of teachers and students using a model of teacher collaboration.

It is recognized that not all student needs are being met by directed teaching of the core curriculum, structured pacing, and summative assessment practices. Yes Academy will shift from isolated classrooms, using routine practices, to a collaborative learning-centered culture that will empower students. This broad change affects school organization and structure, and requires collaborative norms for teacher teams. A focus on data collection will enable monitoring and analysis of student achievement to drive decision-making. We will implement consistent support of behavioral expectations to maximize instructional time. We will also develop and implement a systematic, coordinated effort to ensure that struggling students receive additional support. The school's educational program shall serve students of all abilities, ranging from those who are academically low performing to those who are high performing or gifted and talented. The goals for our overall educational program include:

- Maximizing the impact of core instruction for all students through "good first teaching"
- Implementing instructional program that differentiate instruction and engages diverse learners with varying levels of knowledge and skills through project-based activities
- Using formative and summative assessment data to provide multi-tiered, departmentalized instruction and intervention
- Providing and engaging in professional learning community structures to analyze, implement and revise instruction
- Integrating standards-based curriculum to provide responsive, relevant and engaging learning environment with overarching theme of environmental awareness and responsibility into the daily life of school community

The students at YES Academy will be taught in small classroom settings (20:1 primary and 24:1 upper elementary) and teachers will work in professional learning communities. Our intent is to provide the delivery of elementary classroom instruction by skilled and knowledgeable teachers. Instruction will be appropriate to the diverse needs and characteristics of early learners, with fidelity to the core curriculum. We will organize strong educational leadership that encourages, facilitates, and sustains involvement, participation and guidance in development of a professional learning community.

We will hold firmly to our belief in the implementation of a multi-tiered network of academic and behavior supports available for all students, and will consistently monitor student performance in our response to intervention. We will provide involvement by all staff in professional learning activities through staff development programs that are purposeful, collaboratively developed, and promote the creation of a learning-centered culture.

Innovative strategies and programs may include, but is not limited to:

- daily intervention with 10-12 targeted students per teacher before school
- early intervention for K-1 students using research based programs such as Code Breaker in small group settings
- daily teacher collaborative planning time
- differentiated professional development based on teacher needs and interest,
- rigorous staff and teacher selection by committee
- performance task projects using the latest technology to research and demonstrate learning
- communication using technology for students, parents, teachers, and community members such as online classes, through email and online forums, and student created websites

### **Meeting the Language and Culture Needs of All Students**

The student demographics are 60% Hispanic and 40% African Americans with nearly 43% of our students are English Language Learners (ELL).

To meet the language and culture needs of our students YES Academy will rely on the guidance of the Language Acquisition Branch. The academic needs of both English learners and Standard English learners will be addressed through the Academic English Mastery Program (AEMP) as well as through the District's program for English learners.

“The Los Angeles Unified School District's **Academic English Mastery Program (AEMP)** is a comprehensive, research-based program designed to address the language needs of African American, Mexican American, Hawaiian American, and Native American students for whom Standard English is not native.

The program incorporates into the curriculum instructional strategies that facilitate the acquisition of standard American and academic English in an instructional environment that accepts, affirms, and accommodates the home language and culture of students.

The primary goal of the Program is that students will learn to use standard American and academic English proficiently, and in the process experience increased literacy acquisition and greater academic achievement.” -

<http://www.learnmedia.com/aemp/index.html>

“The District (through The Language Acquisition Branch) has developed a variety of instructional programs to best meet the needs of these students (English Language Learners). The programs are designed to close the achievement gap between English learners and native English speaking students. The District's Master Plan for English Learners describes the programs and services that assist English learners to:

- Achieve academic proficiency in all dimensions of the English language
- Attain academic achievement in all content area
- Develop a positive self-image by acknowledging the linguistic and cultural gifts English learners and their families contribute to the teaching and learning act
- Function effectively and harmoniously in a multicultural society

In addition, the Language Acquisition Branch recognizes the pivotal role of parents as partners in the education of their children and works closely with the District's English Learner Advisory Committee to provide essential information, education, and involvement activities. Our professional learning community includes highly qualified teachers. Teachers will meet to discuss and learn about culturally relevant strategies and differentiated instruction, to support the cultural and linguistic needs of diverse learners. As our vision includes culturally relevant pedagogy, it is important that we add to our culturally relevant literature that we already have in our classrooms.

## **An Effective Reading Program**

YES Academy will organize a rigorous, standards-based, student-centered curriculum around three Critical Elements of an Effective Reading Program, (TEACHING ALL STUDENTS TO READ IN ELEMENTARY SCHOOL A Guide for Principals, Joseph Torgesen, Debra Houston, Lila Rissman, Marcia Kosanovich, Florida Center for Reading Research, Florida State University, 2007) and by extension, an effective holistic curriculum program.

The CRITICAL ELEMENTS OF AN EFFECTIVE READING PROGRAM are:

- Consistently implemented, high quality initial classroom instruction and follow-up small-group instruction that is well-differentiated according to student needs.
- Use of student performance data to guide instruction and allocate instructional resources.
- Resources to provide interventions for struggling readers.

The YES Academy will use data that includes norm-referenced assessments, criterion-based tests, performance assessments, teacher-made tests, attendance, and demographic information to make instructional and resource allocation decisions. These critical elements fit the three-tiered Response to Instruction and Intervention (RtI2) framework. High quality first teaching is the foundation and premise of the first tier. Tier two includes supplemental or strategic high quality instruction that is well-differentiated for the 10-15% of the students who need extra opportunities to practice what they are learning using different instructional strategies. Student performance data will be used to guide instruction and interventions. Individualized instruction is organized and delivered to provide interventions for struggling students during the third tier. This intensive level is for the 1-5% of students that need additional academic engaged time and more intensity of instruction.

## **A Day in the Life of a YES Academy Student**

Roberto, a 3rd grade student, enters his classroom at 8:00 am and follows his daily routine: drop homework, Flag Salute, recite the school creed and independently read a story from a leveled Scholastic Reading Inventory Book. After 15 minutes of silent reading, he responds to a teacher elaborated set of questions regarding the targeted skills covered in today's lesson: finding main idea and details in a descriptive text. As Roberto and other students are engaged in reading, the teacher monitors students' progress and assist them to meet individual needs. Roberto likes this time where his teacher is available for anything he may need help with.

Following the independent reading time, students are explained they will connect their reading selection with their writing assignment with will necessarily incorporate their own experience: Describe what a friend is for you. Students, encouraged to used academic language, use Think-Pair-Share strategies to discuss their own ideas and opinions. Roberto loves this part of the day where he can interact with his partners while following "good discussion" protocols: taking turns, listening and being listened, respecting others' opinions and learning in a cooperative way. Now in whole group discussion, Roberto's teacher seeks ideas from all students and then together they create a circle map on chart paper. The teacher explains that, they will need the information recorded in the circle map to be transferred into another kind of thinking map that assist them organize their writing.

Next, working in pairs, all students are assigned the task of formulating a flow map pulling a selection of details from the circle map. Together, using Think-Pair-Share and Cooperative Learning Strategies, the students create a flow map-tree map combination that makes the structure of their descriptive writing piece: a block for a topic sentence, another block including details supporting the topic sentence, and a final block where they should include a conclusion. While working in pairs, Roberto and his partner use their dictionaries and seek for teacher help a few times. Before ending the session groups volunteer to present and share their maps. Roberto knows his thinking map will prepare him to later proceed to the next steps of the writing process: Pull-Out-and-Talk with partners and Pull-Out-and-Write following a communication guide. He has been improving his writing so much n to being able to organize his ideas. He also loved the part of writing his draft using their computers where spell check and editing were fun.

Roberto returns from recess to enjoy his manipulative- based math lesson. He loves this kind of hands-on activity where he works with partners, leads his own learning, and learns about math through his own reasoning. He enjoys working with his small group to create multiplication arrays using cubes and/or graph paper to create multiplication arrays that prove

$4 \times 3 = 12$ . Before ending the session, a representative from each group orally explains their group's strategy in solving the problem and invites questions from classmates. Roberto really enjoys sharing his findings.

After returning from lunch, Roberto and his classmates move to the science block, another one of his favorites. They are shown realia and photos of situations where energy is being used. They collaborate in small groups where they transfer their real life observations into theory by using battery wires and motors provided in the Foss Matter & Energy Kit. The feeling of becoming real scientists and learning from own experience, observation, and research to reach conclusions is a thrilling one. Roberto feels he may become a scientist in the future and sits at his computer to do further research. For homework the class is assigned the task of finding sources of energy in their own homes.

For the final 30 minutes of the school day, Roberto's class learns about health in a lesson that combines ELD strategies with an introduction to the digestive system. The words of "The Food Route" chant are projected onto a screen as the whole class joins the teacher in choral reading. Following this activity, students recite the chant in pairs. As the students practice the teacher circulates to assess and encourage their work. The school day ends with Roberto and his classmates being escorted to the dismissal gate by their teacher. He enjoys reminiscing about the exciting day they had at YES Academy.

### **Lasting Change Begins with the Adult Community**

One of the Guiding Principles of a Responsive Classroom is "How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community." As students do not learn in isolation, but as part of a community, YES Academy will strongly enhance and empower the adults in the YES community to educate the whole child.

### **Professional Development for Teachers and Staff**

Professional Development will be data-driven, based on student needs, and research-based. We strive to build a professional learning community where teachers and staff are fully involved in a self-enrichment process to ensure student success. To that end, professional development will be differentiated and teacher-led. In-house expertise as well as outside experts will be sought as needs arise. Peer coaching and mentoring will be the primary instrument of self-improvement, self-evaluation, and reflection to build teacher efficacy and capacity.

### **Family and Community Involvement**

Family and community involvement are essential elements to support the whole child. The YES Academy will strive to empower the family and community through shared decision-making, clear communication and collaboration, and Academic classes will be provided. We will also provide classes to build "social capital" (COLEMAN, JAMES S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology*) to enable the family's access to avenues of students' academic success. These classes may include homework help instruction, pathways to college, and student and family empowerment. The stakeholders of the YES Academy Community have developed this proposal to continue to work together at the school. Many members of the staff were here when the school opened. Community members continue to send their children and grandchildren to the school because of the safe and supportive environment that has been created.

Success in educating our children begins with established partnerships between parents, students, teachers, administrators, and the neighboring community. YES Academy is committed to partnering with parents and the community in order to create diverse options, high quality educational opportunities, and excellent teaching for the academic success of ALL students. An established Family Center will move to the new location. This center will continue to provide established services to parents as well as offering some exciting new opportunities for involvement in their children's education.

We will continue our partnerships with several community organizations that will provide hands on experiences in the areas of music, dance, and community outreach: California Dance Institute. We will pursue partnerships with local universities, environmental agencies, local businesses, and industries to provide a variety of experiences for our students in community responsibility for living in, and caring for our global environment.

### **Leadership and Governance**

Student needs are the central driving force of education at YES Academy. We believe that persons who are closest to students are best equipped to make decisions about the instructional programs. (Sergiovanni, T. J. (1992). Moral leadership: Getting to the heart of school improvement. San Francisco: Jossey- Bass.) For that reason, YES Academy will

use the Shared Decision Making model as outlined in the LAUSD-UTLA contract. Our philosophy is that all teachers, parents, administrators, and community members should be actively involved in how our learning community needs to function to foster our students' academic and social success. Our school community will recreate the values of our democratic society where all members are represented and equally held accountable. This governance model will help us achieve our vision of having full partnership of all stakeholder groups. Shared decision making governing council will consist of the Principal, the UTLA Chapter Chair, 5 teachers, 4 parents, 1 classified staff, and 1 parent or community member. Elections to council, except that of the Principal and UTLA Chapter Chair, will be through election by stakeholder groups. The Local School Leadership Council has decision making authority related to five areas as outlined in the LAUSD-UTLA contract. The School Site Council has sole authority for all aspects of the development and implementation of the Single School Plan and related policies and categorical programs.

### **Fiscal Plan**

In order to realize our mission and our vision, the fiscal priorities will be focused and realigned to the vision and mission to support students and their success. Data will be used to determine what would best meet student needs. The realignment will support the following changes:

- Limit class-size
- Extend school hours for intervention/enrichment
- Provide professional development directly linked to improving student achievement
- Expand parent resources center and improve services that are provided
- Purchase innovative technology and other curricular resources
- Budget for extended instructional support personnel (e.g., Physical Education Teacher, Arts Prototype and Chorus teachers)

While our school already has some differentiated instructional materials, it is imperative that we have appropriate materials for all levels of students including but not limited to leveled readers, Scholastic Reading Skills Kits, Junior Great Books, test taking materials etc.

Because we are so committed to teaching to the needs of our students, intervention is integral as a means of moving students to higher levels. Instructional staff will pull out students, evaluate materials, lead professional development on intervention strategies and will evaluate assessments. Intervention will be part of the regular instructional day as well as after school and on Saturday.

Because we value success, we use incentives to celebrate the accomplishments of our students. In order to achieve our vision for student success we feel it is important to provide instructional coaches in English Language Development (1) and Math (1). These positions, and a Title 1 Coordinator, will help provide teacher support through professional development and demonstration lessons.

## **2. Curriculums and Instruction**

YES Academy will offer a rigorous, balanced, technology-enriched core curriculum that meets the California state standards, and utilizes state approved textbooks and supplemental materials. Individual student needs will be met by using the curriculum with high-quality first instruction incorporating inquiry and problem-based learning; culturally responsive strategies, and intervention strategies driven by regular performance based assessments.

### **Response to Instruction and Intervention (RtI2)**

Following information was taken from "The Connection", LAUSD, Office of Curriculum Instruction, and School Support, November 2009, Volume 1, Issue 1.

A quality education is a civil right of all our students. It is our responsibility, as an educational community, to teach the skills needed for our students to live a productive and successful life.

RtI2 is a way to organize our instruction to provide quality education for all our students. It empowers teachers and administrators to see tangible evidence of student growth through out the year and guides our instructional practice to focus on what students need to gain proficiency in each content area. A quality education is a civil right of all our students. It is our responsibility, as an educational community, to teach the skills needed for our students to live a productive and successful life.

RtI2 is a way to organize our instruction to provide quality education for all our students. It empowers teachers and administrators to see tangible evidence of student growth through out the year and guides our instructional practice to focus on what students need to gain proficiency in each content area. Based on the research, YES Academy will use a multi tiered, student centered, data -based, high-quality first instruction for all students using the framework of instruction and intervention for both academics and behavior. Grounded in the problem solving model or continuous improvement cycle, we are shaping the work in our school to include and enhance the use of data to inform instructional decision making, at the student and school level, so that all our Pre K through 5th grade students achieve their academic goals. Research states that Response to Instruction and Intervention (RtI2) is a comprehensive frame-work that is grounded in quality core instruction by utilizing evidence-based methodologies and standards-based curriculum adopted and supported by the District. It provides a common language and common understanding within which all instructional efforts, data, and discussions are framed.

Academic engaged time or the number of minutes each day/week that students receive quality instruction is an important factor. Effective use of instructional time is the strongest predictor of students’ achievement -at all grade levels. Therefore YES Academy will request a waiver to extend the instructional day. Tier 1 is Core academic instruction and school wide positive behavior support that every student must have access to. Good first teaching is the foundation and premise of Tier 1. Therefore, we expect no fewer than 80-85% meeting proficiency or benchmarks on OCR and Math Assessments. Tier 2 is known as Supplemental or Strategic instruction and is designed for students who need an “extra scoop” of good first teaching. For many of our students, Tier 2 may mean extra opportunities to practice what they are learning in Tier 1 using different instructional strategies. Some examples include:

- pre-teaching to provide students a jump-start on skills soon to be instructed,
- re-teaching content that has already been taught, but not yet fully mastered,
- front-loading or early teaching of content vocabulary for English Learners and Standard English Learners.

In the area of behavior, Tier 2 may provide additional opportunities to learn social-behavioral skills. Typically no more than 10–15% of students will need Tier 2 instruction and interventions. Tier 3 is known as Intensive instruction. No more than 1–5% of our students should need Tier 3, which is small group or individualized intensive instructional opportunities. YES Academy will use supplemental instructional materials to provide students the support needed to acquire skills and knowledge. Tier 3 is not special education. It is for students that need additional academic engaged time and more intensity of instruction in order to access and meet grade-level standards. Therefore YES Academy will implement before and/or after school intervention for those targeted students. The behavior of Tier 3 students will be addressed using the YES Academy’s schoolwide discipline plan. RtI2 is about increasing equitable access to core, mastering grade-level standards, and ensuring that every student, by name, needing additional support gets exactly what they need to be successful in school. RtI2 means flexible groupings of students, differentiated instruction based on needs defined by data, and targeted academic engaged time. We will continue to examine our Tier 1 instruction and assure that it is:

- differentiated according to the student needs,
- aligned to California state standards
- culturally responsive.

Using progress monitoring data allows us to make informed instructional decisions that improve the learning and academic achievement for all of our students.

### **Language Arts**

YES Academy will provide a comprehensive, forward thinking, technologically advanced, rigorous, standards-based curriculum, which will propel and prepare students not only to compete, but also to excel in the 21<sup>st</sup> century.

In the area of Language Arts we will continue to utilize the research based Open Court Reading Program as our Core instructional curriculum. In addition, YES Academy will replace OCR writing with *Write From the Beginning*, which

most of the staff have already been trained in. Teachers will receive rigorous professional development and will engage in data analysis in the use of the instructional curriculum.

A key component in the strength of any instructional model is consistent, structured and strategic collaborative planning for teachers. Not only will teachers participate in Grade Level Planning, but teachers will also collaboratively create and derive standards based assessments to be administered bi-weekly. These assessments will be strategically created for the specific purpose of preparing students for the California Standards Test (CST). Additionally, students will continue to complete six-week OCR assessments. All teachers will engage in on-going analysis of all assessment data.

Parents will be invited to attend monthly workshops to teach them specific strategies that can be used to support what is happening in the classroom and ultimately enhance the academic growth and development of their children. The decision to continue using the Open Court Reading Program as our CORE Language Arts instructional curriculum was based on thoughtful consideration and an in depth look at the **research** that supports our reason for utilizing Open Court Reading:

*The US Department of Education's Reading Excellence Act has awarded state grants to improve reading achievement mandating that schools choose programs that show "scientifically based research and effective practices that have been replicated effectively." Open Court has been the program of choice for schools throughout the nation*

*An independent study (Educational Research Analysis, 2000) states that "Open Court Reading has the highest decodability, comprehensiveness, intensiveness, and consistency of any reading program." It was ranked best of all programs reviewed.*

*A study conducted by Foorman, et al. (1996) compared the effectiveness of the explicit, systematic program, Open Court, to other approaches. Results of this study found that Open Court's direct instruction approach was more effective with students at risk of reading failure than the other approaches as measured by a variety of tests, including standardized measures.*

At the Tier 2 Level, it is important that the instructional needs of our students are met with extreme urgency. To this extent, students who, upon assessment, are found not to be meeting grade level standards in the area of fluency and or phonemic awareness; and who are considered non-decoders, will participate in an intensive intervention program. We will use both the phonics and fluency section of Open Court and the research based Phonics for Reading Program, created by Curriculum and Associates, INC.

## **Math**

The focus of YES Academy's math program is to build number sense and conceptual understanding of mathematics within a balanced mathematics curriculum including problem solving and procedural skills. Grade levels will work collaboratively to ensure that students are being taught the necessary Big Ideas found in the California Framework and in the Mathematics Instructional Guide.

Using the K-5 Topic Pacing and Standards Summary, provided by enVision Math, YES Academy will provide a rigorous, standards based math curriculum. *Refer to Appendix for information on the K-5 Topic Pacing and Standards Summary and the K-5 Math Scope and Sequence.* LAUSD has adopted the Pearson enVision Math Program. This program has a track record of improving student achievement for English Learners and low-income students. 73 California school districts' student achievement increased with enVision Math. There was a 7% increase in mathematics proficiency for elementary students in Burbank Unified School District. Riverside Unified School District, with nearly 50 percent low-income students saw an increase in student achievement with the enVision Math program. Keppel Union School District's student population, similar to YES Academy's, showed an increase of 24.4 percent in one year. The enVision Math program is both standards-based and research-based. *Refer to Appendix for Standards-based and research-based information.*

enVision Mathematics program is a daily problem based interactive learning program. The visual learning strategies provide hands on learning opportunities for all students and allow students to make meaningful connections to the real world through culturally relevant discussions.

The table below is a summary of how YES Academy’s educational program will meet the needs of all students (Students with disabilities, ELL, SEL, students of poverty, and gifted students), the specific strategies, services and supports.

<p style="text-align: center;"><b>Math Program</b></p> <p>The District’s program is enVision Math. This program is set up as a four-step program: Daily Spiral Review, Develop the Concept-Interactive, Develop the Concept-Visual, Close/Assess and Differentiate.</p>	<p style="text-align: center;"><b>Pedagogy/Instructional Strategies to Address the Learning Needs of All Students</b></p> <p>Instructional Conversations Graphic Organizers Thinking Maps Academic Language Dev. Cooperative / Communal Learning Environment Use of SDAIE strategies Writing in math Math word walls Use of Realia</p>	<p style="text-align: center;"><b>Assessment and Intervention</b></p> <p>District periodic assessments will be used to assess student performance. Monthly topic tests from enVision will be used at each grade level to determine instructional needs of students Teacher selected or created formative assessments. Pull Out program for basic students will allow for Response to Intervention (RtI2) Mathematics Diagnostic Intervention System will be used for students who did not meet goals based on benchmark assessments.</p>
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**English Language Development (ELD)**

YES Academy will ensure that English learners (ELs) achieve English proficiency as soon as possible by faithfully implementing the following action steps/strategies:

- 30-45 minutes of ELD instruction per day using the LAUSD adopted Into English! ELD curriculum and the Task-Based Language Teaching Approach
- Ensure that ELs are clustered by no more that two ELD levels during ELD through grade level teaming
- Implement ELD instructional strategies during ELD instruction including
- Think-Pair-Share
- Pull Out and Talk/Write
- Backward Build-Up
- Vocalized Reading/Read with Expression
- Corrective Recasting
- RASP (Repeat by All, Some, and by One Person)
- Thinking Maps®

YES Academy will increase teachers’ effectiveness and the quality of first good instruction during ELD by providing the following ELD professional development:

- Into English!
- ELD Practicum
- ELD Practicum Support Modules
- ELD Portfolios
- Thinking Maps® Follow-Up Training
- ELD Lesson Study
- Peer Coaching

YES Academy staff will furthermore monitor the faithful implementation of ELD using the ELD instructional Tool and/or other classroom observation tool. Moreover, YES Academy staff will monitor student ELD and CELDT level progress by

using the ELD Assessment Portfolio and Into English! Assessments (Student Progress Form).

YES Academy will provide targeted, small group ELD intervention to students not making adequate ELD progress as measure by the ELD portfolio listening, speaking, reading, and writing standards based upon identified areas of need. YES Academy has embarked on this faithful implementation of ELD because research conducted by LAUSD's Research and Evaluation has shown that students of teachers who implemented ELD with the aforementioned curriculum, strategies, and monitoring systems outperformed on ELA CST and CELDT than students of teachers who did not.

### **Science**

All students at YES Academy will develop science literacy through a carefully planned coherent and comprehensive science curriculum. As mandated by the California Standards, students at each grade level will learn Physical, Life, and Earth Sciences. Students will learn science through inquiry, asking questions and making meaning of their observation of the natural world with strategic and deliberate direct instruction. Students will learn science content that builds from grade level to grade level and develop science skills that also progress through grade levels K through 5.

To increase the number of fifth grade students in the proficient and advanced bands on the science CST, teachers at YES Academy will use the research-based Full Options Science System (FOSS) for all students, grades kindergarten through five, and all the resources that assist science learning and teaching. Even though the CST in Science is only administered to grade five students, the tested science concepts are built upon basic concepts introduced in the lower grades and developed through all the grade levels. Teachers will collaborate in grade level teams to assess instructional practices using student achievement data such as the Periodic Assessments (one assessment per grade level per branch of study), plan using the data gathered, and revise and design intervention for student success.

### Research/Track Record for Instructional Strategies and Materials

- FOSS is a research-based science curriculum for grades K—8 developed at the Lawrence Hall of Science, University of California at Berkeley.
- FOSS is also an ongoing research project dedicated to improving the learning and teaching of science.
- The proposed curriculum has been “designed for all students to develop critical basic knowledge and basic skills, interests, and habits of mind that will lead to productive efforts to learn and understand the subject more deeply” a philosophy authored and endorsed by the Board on Science Education (BOSE), the Center for Education (CFE), and The Division of Behavioral and Social Sciences and Education (DBASSE)

### Pedagogy/Instructional Strategies to Address the Learning Needs of All Students

- Integration of science throughout the thematic units
- A thorough and strong conceptual foundation of scientific knowledge
- Significant opportunities for hands on exploration and investigation
- Instruction that builds on the students' conceptual knowledge
- Activities that promote scientific skill development
- Curriculum presented in a variety of modalities that include the learning styles of all students and specifically addresses the needs of Special Education, Gifted, and at-risk students or students requiring additional interventions and supports
- Culturally Relevant and Responsive Education in Science that recognizes the scientific contributions from individuals of all ethnic origins
- Experiences that promote positive attitudes toward science and careers in science
  
- Building cognitive academic language
  
- Graphic Organizers/Thinking Maps
- SDAIE Strategies
- Application of higher order thinking skills
- Technology integration

### Assessment and Intervention

- Formative classroom assessments aligned to the state standards will be used in the classroom to diagnose areas of weakness, plan standards-based lessons, differentiate instruction, and group students according to their needs.
- Program assessments that are aligned with state standards will be used to assess student performance, diagnose students' needs, and help teachers to revise instructional strategies.
- Both formative and summative data will be used to plan for and monitor student outcomes, assess students' progress, and to ensure that students are on track to meeting rigorous performance standards and to achieve at proficiency levels.
- Intervention for all learners will be provided before school, during school, and after school through various academic programs.

### **Social Studies/History**

Social Studies Program and Research/Track Record:

Scott Foresman Social Studies is a district adopted social studies program that helps every child become an active, involved, and informed citizen. The series provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill. With rich content that captures students' imaginations and built-in reading and vocabulary instruction, our students will not only be learning, they'll be preparing for success on high-stakes state tests. Plus, exciting lessons from Colonial Williamsburg, the nation's largest living history museum, will afford our students unique opportunities to connect with the past.

The *Scott Foresman Social Studies series* authorship team was comprised of recognized researchers and educators in the field of social studies education. Among their many accomplishments, Scott Foresman authors have been involved in research that includes curriculum design, curriculum implementation, instructional trends and methodologies, assessment, and teacher training. Each expert author, as well as an impressive array of content consultants and teacher advisors, was directly involved in the development of *Scott Foresman Social Studies*, ensuring that the program incorporated the most current research and proven best practices for effective social studies instruction.

The curriculum for the YES Academy is based upon the California State Standards adopted by the California Board of Education in 2000. The balanced approach to literacy learning has been researched and proven by numerous education researchers (M. Pressley, 2002; C. Weaver, 1998; Hoffman et al, 1998; Jones, Rasmussen and Moffit, 1997; Pressley, Rankin, Yokoi, 1996; Allington, Guice, Michelson, Baker and Li, 1996). Thematic, project based learning has increased student achievement scores, student problem solving capabilities, and student motivation. (New American Schools Development Corp, 1997; RAND Corporation, 1 999).

### Pedagogy and Instructional Strategies

- Technology including the "digital path" DVD and online lessons
- Literature including biographies and culturally relevant literature
- Use reading comprehension strategies and skills
- Investigations and discovery learning
- Building academic language in social studies including word walls
- Graphic Organizers/Timelines/Thinking Maps
- Project-based learning/hands-on Field trips, role playing, debates, artifacts, community service
- SDAIE strategies
- Real world applications
- Culturally responsive pedagogy
- Application of higher order thinking
- Interdisciplinary connections in science, art, math, music and literacy
- Assessments (including quizzes, tests, inquiry investigations, biography study, student demonstrations, observations)

### **Assessment**

- Formative classroom assessments aligned to the State standards will be used in the classroom to diagnose areas of weakness, plan standards-based lessons, differentiated instruction and group students according to their needs.
- Publisher and Teacher Created Periodic Assessments that are aligned with State standards will be used to assess student performance, diagnose students' needs and help teachers to revise instructional strategies.

-Both formative and summative data will be used to plan for and monitor student outcomes, assess students' progress, and to ensure that students are on track to meeting rigorous performance standards and to achieve at proficiency level.

### **Classroom Instruction and Intervention**

The Response to Instruction and Intervention framework will be the model for instruction, assessment and intervention for all students. This inclusive model will ensure that extra assistance is provided to students who need early intervention and academic and behavioral support. Students with disabilities, English learners, Standard English learners, students of poverty and gifted students will receive extra assistance so that they can successfully access the general education curriculum alongside their peers that are performing at grade-level or above. Classroom teachers will provide intervention for students requiring additional support. These services will be provided before or after school (pending discussions with faculty and school community). Classrooms instruction will present a program of differentiation designed to meet the needs of all students within the classroom. Engaging activities designed to provide students with opportunities to explore their individual skills and talents are the starting point. The instructional program is designed to utilize higher order thinking skills, independent investigation, collaboration, and student choice, Recognizing that a full range of abilities may be represented in a classroom, the teachers are knowledgeable about differentiation strategies, are adept at making modifications in the their instruction based on assessment of student work to meet the needs of all students within the classroom, Each teacher will be instructing from a standards-based curriculum differentiated to meet learning needs and address learning styles of participating students.

### Additional Materials

Code Breakers – Currently grades K-1 are implementing this program. Code Breakers will be implemented in 2<sup>nd</sup> grade next school year. Standards Plus – Test ready material will be used to better prepare students for the CST.

### **Technology**

Technology is integral. Technology will be used for student work and research and learning. We will have the latest technology available for students' daily use. Most students do not have computers at home. We will provide a student laptop take home program. This innovation will help parents become partners in their child's education. Students will use the computer lab to align their work with standards for computer skills and research. Technology will be used to create curriculum-based student portfolios. The technology coordinator will enable staff to use and diagnose student data to change instructional practices to better meet student needs. Teacher professional development is another need in this area. The technology coordinator will be able to assist in providing professional development.

### **Accelerated Learning/GATE**

The needs of accelerated students will be addressed at YES Academy with the implementation of a screening and enrichment program to support gifted and talented students. YES Academy will implement a screening and enrichment program to support gifted and talented students. Criteria for participation will be as follows:

### **Gifted/High Ability Program**

Students in grades 3-5 who are verified as meeting one of the following criteria:

- (1) Demonstrated ability in each of four critical-thinking and problem-solving skills in their primary language.  
Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity.  
Formulate new ideas or solutions and elaborate on the information.  
Use alternative methods in approaching new or unfamiliar mathematical problems.  
Use extensive vocabulary easily and accurately to express creative ideas or demonstrate creative ideas nonverbally.
- (2) National Stanine scores of 7 or above in total reading and total mathematics on standardized tests.

### **Creative Ability**

In recognition of a student's multiple intelligences according to the research of Howard Gardner, talent and ability in the arts are viewed with equal importance to academic skills. Thus, YES will also screen students in the following areas:

## **Performing Arts Ability: Dance, Music (voice), or Drama**

Candidates will select one discipline per audition, but will not be limited in the number of auditions they participate in. Benchmarks include:

- Students who create, perform, produce, or respond at high levels in either dance, music (voice), or Drama
- Evidence of participation, interest in the arts, creativity, divergent thinking, and/or awards of outstanding achievement and recognition
- Documentation of outstanding ability
- A pattern of creative ability or evidence of potential

## **Gifted/High Ability Screening in the Primary Grades**

YES will implement a K-2 screening program in as a means of developing the talents and abilities of primary students. Students demonstrating potential in regular classrooms will be clustered for instruction and intervention.

The intent of the screening program is as follows:

- To provide documentation of abilities of students not identified within underrepresented populations (e.g., ELs, SELs, underachieving, females, highly gifted, etc.)
- To involve parents in the observation and assessment process and have them participate in program planning and evaluation.

The intent of the clustering is as follows:

- To develop basic skills at a rate appropriate to the students' grade-level or above grade-level goals capabilities
- To strengthen each child's creative thinking, critical thinking, and problem solving by providing opportunities/activities addressing specific modalities.

## **Underachieving Students**

YES will implement a K-3 screening program for students who are able, but may not be achieving because of educational, cultural, linguistic, or socioeconomic factors. This program will provide selected students with supplemental services such as intervention, direct instruction, or participation in special arts-related activities. This program is not intended to serve the student who is achieving, but is designed to serve the student in need of specific attention to tap into their unique skills, talents and/or interests as a way to improve achievement.

## **Criteria**

These students exhibit high levels of cognitive potential, such as rapid insight into cause/effect relationships or the ability to absorb information rapidly, but may not be achieving for one or more of the following reasons:

- Lack of basic skills
- Little exposure to higher-level thinking strategies
- Inconsistent pattern of school attendance
- Limited second-language acquisition skills
- Minimal exposure to social, cultural, or educational resources
- Limited opportunity to develop oral and written communication skills.

## **GATE Staff Development**

Due to only one percent of the current population being identified as Gifted/High ability, staff development is clearly indicated as an area for improvement. Opportunities will be provided for all teachers to participate in topics such as activities relating to the instruction of GATE students, including standard-based instruction, multiple intelligences, art of questioning, and learning styles, differentiation techniques, strategies for enriching classroom instruction, how to identify and work with gifted and talented students as well as how to work with underachieving students.

## **GATE Parent Participation**

Parents of GATE and able, but underachieving students will be invited to participate in parent workshops in order to learn more about how to support and enrich their student's educational experience. Workshops and town hall meetings will be held to provide a forum for discussion, community building, advocacy, and growth.

#### GATE Student Outcomes:

- Continuous progress as measured by California State Standards based on ability and performance
- Accelerated student performance
- Development of independence and self direction
- Acceleration in a discipline or across disciplines
- Increased use of technology for research and multi-media presentations
- Increased participation in competitions, such as Math Field Day

#### GATE Educator Outcomes:

- Increased knowledge of cognitive and social emotional needs of gifted students
- Increased knowledge and use of program options and strategies for teaching gifted students
- Improved professional development leading to Gifted Teacher certification
- Alternative assessment procedures and alternative evaluation processes, such as project-based learning, computer simulations, and learning logs

#### GATE Parent Education Outcomes:

- Monthly access to parent education workshops
- Increased knowledge of the characteristics, strategies, resources and programs parents can use to foster and promote the cognitive, social-emotional and developmental needs of gifted students
- Awareness of organizations/associations, such as California Association for the Gifted (CAG), and other programs which serve as a resource for parents of gifted students
- Access to specific curriculum examples and projected strategies

### **Counseling and Guidance Outcomes**

The guidance/counseling process is a product of the collaborative efforts of teachers, administrators, support personnel, specialists, and parents. Everyone who lives or works with the gifted child often serves one or more functions in the guidance/counseling program for maximal effectiveness. These functions may include: mentor, facilitator, listener, advocate, consultant, instructor, role model, and program coordinator. The guidance/counseling services will be differentiated for the gifted student to include:

- Orientation of individual capabilities and talents to special programs/services
- Information services about giftedness, summer and extra-curricular enrichment, scholastic services/scholarships, and community resources, such as the California Science Center
- Placement in program options and educational alternatives.

### **3. School Culture and Climate**

The culture and climate of a school are fundamental in creating a learning environment that fosters positive academic, behavioral and social growth to ensure all students of success in a global society. The culture will be characterized by professional collaboration among all stakeholders in the school. Reflective practice and ongoing feedback will be systemic. Our collaborative learning community will be safe and supportive creating a culture of respect, responsibility and honesty.

#### Administration:

Administration will ensure the development and maintenance of a collegial culture that is characterized by staff collaboration and trust. They will nurture and support the tradition, ceremonies, rituals and symbols that express and reinforce positive school culture. The administrator will also develop shared visions rooted in the school's history, values, and beliefs.

Teachers:

Teachers will be equipped with the skills, knowledge that reflect the highest teaching standards. These goals will be accomplished through quality professional practices to include regular grade-level and team meetings, sharing of best practices, mentoring and co-teaching. Teachers will support student learning through:

- student directed projects
- student goal setting and reflection
- student led conferences
- student accountable talk
- create concrete experiences through enrichment activities

Students:

YES Academy will create an environment that is socially, emotionally and physically safe to nurture each student's confidence, self-esteem, and relationships to others. Students will be taught to recognize, understand, and communicate diverse perspectives. Students will learn to appreciate and respect the cultural, linguistic, ethnic diversity of others as well as prepare them to succeed in a global society.

Parents/Families:

Parents will be expected to become actively involved in the school, attend meetings and make significant contributions to each child's education. Our goal is to build effective family, school and community partnerships that support student achievement and address the identified needs of students and their families.

YES Academy will promote positive behavior environment

- Promote cultural pride and respect for diverse cultures
- all staff will be trained in positive behavior plan and implemented daily
- Positive behavior will be rewarded with monthly events
- Continue to implement 2nd Step; Too Good for Drugs; Lee Canter's; CHAMPS
- Teachers will continue to build a trusting relationship with students and a safe learning environment
- Teachers will use Responsive Classroom strategies such as morning meetings
- Strong positive communication with parents
- Student behavior code is a result of collaboration and consensus among all staff
- Parents and students are aware of school-wide behavior code
- Parents and students will read and sign school-wide behavior code
- Assemblies for students to explain behavior code and meeting for parents to explain behavior code
- All staff will enforce school-wide behavior code

YES Academy will promote a positive social environment by:

- Working together to keep YES Academy safe and clean
- Fostering true appreciation of differences
- Modeling positive interactions within staff
- Recognizing students for high achievement
- Regular on-going communication with families
- Creating a welcoming environment
- Developing leadership through the Student Council and Student Docent program
- Strongly encouraging uniforms for students recognizing that it builds unity and focus on academic learning

YES Academy will create a school (600-700) with possibly two smaller learning environments (300-350 each) to establish a personalized learning experience. Integrity, ethics, and character will be directly taught and practiced within our school.

YES Academy will promote a college ready student body from kindergarten. Some strategies will include:

- Culturally Responsive Teaching which will bridge applications to the real world
- Provide college role models
- Career Day
- Virtual and actual Field Trips to area Colleges/Universities
- Classroom discussions
- Student college project which could include college pen pals, college reports
- Parent meetings regarding family participation in college preparation

### **School Calendar/Schedule**

YES Academy will follow the traditional LAUSD calendar of 180 regular instructional days with the same breaks and holidays. We will continue a 6-hour school day with an additional hour added for enrichment and intervention. The first and last day of school for students will be the same as all other traditional calendar schools. All teachers will report for work on designated pupil-free days (Part of the contractual 182 school days). Faculty will participate in 10-15 professional development days in the summer with appropriate compensation to share content knowledge, strategies, design curriculum and share instructional practices that support the school's interdisciplinary approach to teaching and learning. The schedule of the summer professional development will be determined in the spring by the school governance council. YES Academy will consist of grades PreK-5, special education and gifted and talented program clusters (GR 3-5). The classes will be comprised of a student/teacher ratio as follows: Pre-K (15:1), K-3 (20:1) and 4/5 (24:1)

After school programs include LA's Best, Jeopardy Program, Teacher-led clubs, Computer club stressing academics and media arts. Library will have extended hours to provide access to students and community, Etiquette classes, Teacher/student mentoring program and team sports club.

The plan fully addresses the health mandates and the health care needs of any and all chronically ill students at YES Academy. The staff, parents, and community of YES Academy have always placed a high priority on health and safety and students with special needs. This is validated by the school community's insistence to have the presence of the school nurse full time (5 days) on campus. YES Academy will continue to emphasize and service students in accordance with the Consent Decree Compliance and monitoring Implementation Plan Number 4. All students will have their individual needs assessed and addressed according to federal, state, county, and district policies. The students who have special challenges, mental, physical or otherwise, will be regularly monitored to determine their progression, lack of it, or to make modification to their IEPs if warranted. Parents and members of YES Academy community will play an integral role in this process. YES Academy fully supports the District's Guide to Special Education Services (2007). YES Academy believes in the equal worth and dignity of all students, and is committed to educating all students to their maximum potential.

Free and reduced-price breakfast and lunch will be offered to all students, Health and Nutrition Network program will continue to be implemented to provide an additional 12 hours/quarter of nutritional education to students, families and community. The Health Education Program will be fully implemented.

## **4. Assessments and School Data**

### **Overview of Assessment Plan**

Yes Academy has accepted the belief system regarding assessment and school improvement prescribed by Mike Schmoker in his books and professional development. We strongly believe that the sole use of traditional, standardized multiple-choice tests is inadequate to the task of providing an authentic, complete picture of student learning and achievement. We will include the use of performance-oriented instruments and authentic tasks that will demonstrate students' competencies. With comprehensive measures matched to our philosophy and instructional intents, we will implement a system that will enable us to systematically collect and analyze information about students' performance using 1) performance-based assessments, 2) criterion-referenced tests, and 3) norm-referenced tests. The performance measures we plan to utilize both standardized tests and on-going assessments in the various curricula areas (language arts,

math, science, literature, and social studies) and curriculum-embedded portfolio assessments. YES Academy will include a variety of assessments.

YES Academy has four grading periods, whereby data is collected, reported, and analyzed by school staff and parents. Assessment and evaluation take place at least every 4 to 6 weeks depending on the subject matter.

YES Academy will use the Accountability Matrix to guide instruction.

#### Compliance Review

The information collected from the annual evaluation of program effectiveness and the monitoring of pupil progress will be used to satisfy any necessary reviews, such as a Coordinated Compliance Review. The information will also be used as part of the needs assessment data to revise the School Plan from year to year.

We will make use of external review to ensure that we are measuring up to our states goals and State standards. We will aim to desegregate external test data to provide teachers with specific information on students' strengths and weaknesses. Teachers will be able to compare these data with those from authentic assessments and identify any contradictions between them.

#### Evaluation of Assessment Methods

YES will utilize a Program Evaluation Committee (made up of parents, teachers, administrator, and classified staff) to evaluate the success of the program. This committee will convene each March to design and disseminate the Program Evaluation Questionnaires. Changes will be made to the evaluation questionnaires, if necessary, based on the previous year's experience in terms whether the question was understandable, whether it was a good question giving the information sought, and/or whether there are new questions to be added or old ones deleted. The evaluation results will be turned over to the Curriculum Committee to determine what, if any, changes are to be made to the program for the coming year.

*Please see Appendix for Chart of Evaluation Activities, Responsible Party, and Timeline.*

#### Professional Development

YES utilizes its data to adjust instruction and set agenda for professional development. During grade level meetings, teachers and relevant personnel will use test data and assessments to inform instruction using backward planning. Teachers will evaluate first instruction, instructional strategies, and effectiveness of program and collaborate to make adjustments to meet students' academic needs. Professional development can be done by internal expertise.

The Welligent system and the Student Information System will be reviewed and utilized to address the learning goals and measure progress of students with disabilities.

YES Academy will continue to use LAUSD School Report Cards.

The LAUSD School Report Card will be used in addition to site-developed survey instruments from students, parents, community and other stakeholders.

YES Academy agrees to participate in research and/or evaluation projects in partnership with LAUSD and approved higher education institutions and/or research organizations.

### **5. Professional Development (PD) Program**

YES Academy will prioritize PD in order to build upon teachers' content knowledge and effective instructional practices with the ultimate goal of improving student achievement. In order to meet the school's goal of academic proficiency for all students, teachers must be given tools to enhance and drive the vision and mission of the school. PD activities will be on going and driven by student data to provide teachers with time to evaluate student work, collaborate with colleagues and self-reflection. YES Academy will provide teachers with a strong base of knowledge in the following teaching strategies:

- English Language Development (ELD)

- The Academic English Mastery Program (AEMP)
- Mainstream English Language Development (MELD)
- Culturally Relevant and Responsive Education (CRRE)

#### Goals for Ongoing Professional Development

- Meet QEIA funding requirements
- Meet API growth target for all learners
- Meet AYP growth target for all learners

PD will be geared towards a) reaching measurable academic progress; b) driving instruction based on data; c) innovating standards-based focus content strategies. These goals will be evident through the following PD calendar suggested topics, but not limited to:

- On-going ELD Practicum
- Culturally Relevant and Responsive Education (CRRE)
- Inclusion and Mainstreaming strategies
- Identification of Special needs for all learners
- On-going Research-based literacy and math instructional
- Conference and Learning Opportunities outside the instructional day
- E-Learning (Self-paced)
- Learning Zone
- Instructional Blogs
- Grade-Level collaboration
- Classroom Management and discipline
- ELD Practicum and Four Modules Training from LD3 staff
- Differentiated Instruction and Identifying Diverse Learning Styles
- Inclusion and Mainstreaming Students
- Identification of Special needs and PD for teachers on how to address various behavioral needs
- PD on RtI2 - tools and information to begin the process of consensus building, data dialogue, and examining best practices, including the use of differentiation in Core instruction.

Internal PD will take place during banked time on Tuesdays where teachers will be engaged in instructional capacity-building activities. The 1<sup>st</sup> Tuesday of each month will be devoted to whole staff learning activities.

To foster a community of experts, each teacher will create an individual professional development plan (IPDP) and will be required to participate in the larger state, regional, and national learning community through self initiated external professional development.

#### Implementation

PDs will be on-going, data-driven, differentiated and teacher lead. The focus will be on research-based, student centered pedagogy to improve instruction across curriculum (writing strategies, access strategies, reading comprehension, math, number sense, technology, communication and language arts).

The two-fold introduction program for new and existing teachers are is specific to (a) a two to three week training orientation prior to the start of the academic school year and (b) pedagogical tooling and re-tooling to engage all learners toward the required performance outcome. Research findings have repeatedly confirmed that a significant factor in raising academic achievement is the improvement of instructional capacity in the classroom. Recent research shows that the kinds of professional development that improve instructional capacity display four critical characteristics (Senge 1990; Knapp 2003); they are:

- ongoing
- embedded within context-specific needs of a particular setting
- aligned with reform initiatives
- grounded in a collaborative, inquiry-based approach to learning

## **Teacher Orientation**

The induction program for new and existing teachers is based on the professional Learning Communities (PLCS) as a central element to affect the professional and comprehensive task for YES Academy stakeholders. The induction program will:

- Build the productive relationships that are required to collaborate, partner, reflect, and act to carry out a school-improvement program;
- Engage educators at all levels in collective, consistent, and context-specific learning;
- Address inequities in teaching and learning opportunities by supporting teachers who work with students requiring the most assistance; and
- Promote efforts to improve results in terms of school and system culture, teacher practice, and student learning.

## **Program Evaluation**

Written evaluation at the end of every PD session to be evaluated by local leadership council to guide PD decisions.

## **6. Professional Culture**

### **Professional Culture**

YES Academy believes that commitment from all teachers, parents, and community are key factors when creating a culture that provides students with an environment of success. All staff members at YES Academy will attend ongoing professional development and differentiated staff development, led by outside experts as well as YES Academy's teachers. Professional Development will be determined collaboratively using school data as well as by grade-level input, school surveys and parent input. YES Academy will purchase substitute time for lesson studies, opportunities for peer coaching, and Professional Development offsite.

To continue to maintain a professional culture, YES Academy will share ideas and learn from all. Teaching staff will be responsible for personal professional growth as well as be encouraged to take on leadership roles. An example Professional Development may include meetings held in classrooms on a rotating basis with teachers as experts sharing their "Top-5" best practices. Educators and staff will work collaboratively to make decisions on the Shared Decision Making Council, School Site Council, and Advisory Committees.

### **Evaluation**

Teacher evaluation is most powerful for change when it comes from self-reflection and peers. Data generated from quarterly assessments will be used on a regular basis for teacher self-evaluation and reflection. Teachers will set learning and improvement goals for individual students as well as for improving instructional practice. Performance feedback from leadership will come from peer-generated learning walks and lesson study. Two or three criteria will be agreed upon in advance and teachers and leadership will visit classrooms regularly to find evidence of what was agreed upon in an objective format. Benchmark assessments will be developed by grade-levels to evaluate student progress against the focus standards that are taught. Teachers will develop individual and grade-level plans for increasing student performance. YES Academy will foster a professional culture where unsolicited, constructive criticism and feedback from peers will be valued. Individuals and faculty who are having difficulties or need assistance in a particular area will receive support and assistance from peers and school leadership in a constructive manner.

## **Feedback**

Teachers will collaborate with peers to collect data to improve instructional practices. Grade-levels will meet together to discuss how areas of strengths and weaknesses will be addressed. The team will identify specific strengths as well as areas for improvements. Teams will cooperatively develop strategies that target these areas. Feedback will be addressed using statements that identify specific observations during classroom visits. Quarterly assessments will be administered to students and the ELD portfolios will be reviewed quarterly for English learners. Detailed grade-level and individual performance plans will be developed and implemented. For accountability reasons, assessment results and student growth plans will be submitted to grade level teams and school leadership.

## **7. Serving Specialized Populations**

Ten percent of the total school population has been identified as children with special needs according to the school overview 2008-2009.

### **Special Day Classes**

Although our goal is to fully include all our students with special needs, we realize that not all students are ready for this transition. YES Academy will follow the procedures and policies governed by the least restrictive environment (LRE) legal requirements. According to the LAUSD Special Education Policies and Procedures Manual, when determining the appropriate placement for the child YES academy will adhere to the LRE statement that reads, "To the maximum degree appropriate children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (p.13) Based on this legal requirement, students whom IEP states that their educational needs cannot be fully met in a general education setting and therefore require a more restricted environment will be placed in either the Early Education (EE), Upper and Lower Specific Learning Disability (SLD), Resource Specialist Program (RSP), or Mental Retardation (MR) classes. The placement will be determined by the LAUSD program specialist and agreed upon by the IEP team (including parents).

If a student is placed in the special day class, the teacher will provide instruction using various strategies and supports for the purpose of specializing instruction. Both California state standards and the individualized educational plan (IEP) will drive instruction in the Special Day Class (SDC). We will design and implement instruction that will involve cooperative hands-on activities in a small group setting that will challenge the students academically while adhering to the mandated IEP. Instructional materials will include intervention program in both reading and mathematics. A variety of researched-based instructional materials will be used to meet the needs of students with Individualized Education Plans. These will include the following:

- Voyager (Supplemental Reading)
- enVision Math Diagnostic and Intervention System (K-5)
- C.H.A.M.P.S.
- Alternative curriculum guide for students with moderate to severe disabilities
- Touch Math
- Measure Up
- Modified and accommodated school-wide curriculum
- Code Breakers

Special Day classes will provide our students with special needs with instruction, whether it is intervention or enrichment, that aligns to the standards and individual goals stated in their Individualized Education Plan (IEP). YES will implement the programs and services required by the IEPs of the students enrolled at YES. Services will include:

- Psychological Assessments
- Counseling
- Occupational Therapy
- Adapted Physical Education
- Nursing

- Psychological Assessments

The Student Success Team (SST) will consist of three or more special education teachers along with the Assistant Principal-Elementary Instructional Specialist (AP-EIS) and other support staff. The process starts with the team receiving a documented referral. They will meet to discuss an individualized plan that will include strategies, interventions, accommodations, and modifications. This plan must be implemented for the duration of 6-8 weeks. During that time period, the team will collect and analyze documented data for the purpose of identifying and referring students who demonstrate early signs of academic difficulties that may require assessment for special education eligibility and placement starting with the least restrictive environment. The team will make that determination in a formal meeting.

## **Special Education**

Central to providing this appropriate educational experience is YES' use of an inclusionary model in both identifying and serving the needs of all students. We recognize that students will come to the school with a full range of learning strengths and weaknesses. YES is committed to the appropriate identification of these needs and where feasible, the adaptation of the curriculum to allow for every student to experience success. Our goal is not to label the child, but to label phenomena with which any of our students may be contending in order to provide appropriate learning opportunities and access to curricula.

### Special Education Strategies for Instruction and Services

Students must be educated with their non-disabled peers to the maximum extent appropriate. Because each student may require different kinds of tasks for instruction and services, the educational strategies should be built around the student's needs and how these fit within the general educational program of the school.

### Assurances

YES provides the following assurances with respect to the education of its students:

That it will comply with all legal requirements, including IDEA, Section 504, ADA, OCR, and AB 602, the Chanda Smith Modified consent decree, and will otherwise develop policies and school processes that bring together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success in school.

### Special Education Responsibilities:

- YES Academy will adhere to the provisions of the Individuals with Disabilities Act (IDEA) and all state laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE)
- YES Academy will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act and the Office of Civil Rights mandates
- YES Academy will adhere to all District policies and procedures
- YES Academy will follow all legal requirements of the Chanda Smith Modified Consent Decree and other court orders
- YES Academy personnel will submit required documents/information, participate in regular reviews and attend District informational sessions
- YES Academy will develop, maintain and review accurate assessments and IEPs using the Welligent data system
- YES Academy will submit required documents and reports including, but not limited, to CASEMIS, SESAC and IEPs in a timely manner
- YES Academy will participate in the state quality assurance process for special education
- YES Academy will participate in internal validation review (DVR)
- YES Academy will effectively manage its special education budgets, personnel, programs and services while ensuring appropriate credentialing and licenses

For special education students transferring to YES Academy, YES Academy will provide related services required by the students IEP upon the students' enrollment regardless of the type of service provider (school, NPA or private). Additionally, IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. YES Academy will identify and refer students with disabilities who demonstrate early signs of academic, behavioral difficulty that may require assessment for special education eligibility and placement in a special education program. Upon parents request for assessment, YES Academy will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. YES Academy shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. YES Academy will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state, and District timelines. In the event that YES Academy is unable to provide an appropriate placement or services for a student with special needs, the Assistant Principal will contact the District to discuss placement and service alternatives. IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of YES Academy, including but not limited to placement at a District school or at a non-public or private school, will be considered.

YES Academy will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with general education students. YES Academy's general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in YES Academy. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

YES Academy shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. YES Academy will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP.

YES Academy will maintain responsibility for monitoring progress towards IEP goals for the student with special needs.

Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, YES Academy will convene a manifestation determination IEP.

#### Due Process and Procedural Safeguards

The District may invoke dispute resolution provisions, initiate due process hearings, and/or utilize other procedures applicable to YES Academy if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

### **8. Family and Community Engagement Strategy**

#### **Identification**

YES Academy is located in the center of low-rent high-density apartments in the Crenshaw Hyde Park District, a predominantly Latino American and African American urban area of Los Angeles. YES Academy is a PHBAO and Title I school that reflects the changing demographics of the city of Los Angeles. A closer look at our student population reveals that: 10% of the students receive special education services; 45% are English Learners (EL); 1% gifted and talented; and based on the free/reduced lunch program, 95% are identified as economically disadvantaged. The school has a student transiency rate of 30%. (LAUSD.NET) Thusly, this proposed school design aligns with the diversity and needs of our student population, their families, and surrounding community.

*Our ongoing Partnership includes:*

- **L.A.'s Best** is an after-school enrichment program for children between 3 p.m. and 6 p.m. when neighborhoods are most vulnerable to gangs, drugs, and crime.
- **Beyond the Bell** provides an after-school tutoring program called READY, SET, GO!
- **L.A. Chamber Orchestra** provides lesson plans for teachers to align with music performances.

- **Arts Cadre** provides a comprehensive, standards-based instructional program in dance, music and theater for every student.
- **Jeopardy** provides an after school program for at-risk students.
- **School Library** will have extended hours to provide access to students and community.

*Future Partnerships will include:*

- **Say YES to Education** provides support for the whole child. YES Academy will seek support from the School Board and the Superintendent to enter into partnership with Say YES to Education.
- **Boys to Men** provides strategies and outcomes that can positively impact Latino and African American males within the school environment.
- **Design for Sharing** provides campus tours and free concerts for students held on the UCLA campus.
- **Baldwin Village Community in Action** is a community-based organization that funds projects.
- **Knowledge Through Travel** - students will visit various sites to further enhance their experiences.

YES Academy will consistently provide parents and caretakers with ongoing parent education workshops that will enhance and develop strategies that parents and caretakers will be able to use to support the academic achievement of their child. YES Academy will provide parent volunteers in the classroom. Each classroom will have an elected parent Rep to contact parents in the classroom informing them of various activities such as; Back to School Night, Open House, and parent conferences in an effort to update parents on students' progress and mastery towards grade level standards. There will be consistent and frequent communication with parents regarding students' behavior and academic progress, Family Curricular days which will involve the whole family in the educational process, morning and afternoon parent workshops. The school-parent compact will be reviewed and signed by parents. It is part of the opening packet at the beginning of the school year. (See School Compact in Appendix)

Regular teacher-student discussions help with the understanding of the expectations of both parties in the educational process. The YES Academy will push to include the ongoing use of the Parent Center. The parent Center will be used for workshops, ESL or Academic classes for parents or GED classes, Math and Literacy Parent Workshops, and Family Service Workshops. Parents will be surveyed periodically at assess ongoing needs to support their needs and aid in ongoing students achievement.

## **9. School Governance**

Vital to the vision and mission of YES Academy is the involvement of all stakeholders: students, teachers, staff, administrators, parents and community. Everyone will share in the responsibility of establishing and monitoring high goals for student learning and achievement. All stakeholders will be active participants in continuous improvement efforts. Our school philosophy is tied to students and their needs as the driving force for all decisions and actions. The school governance structure will follow the Shared Decision Making model (Article XXVII) of the LAUSD and UTLA Collective Bargaining Agreement. The School Site Council (SSC) and YES Leadership Council (YLC) is comprised of parents, community and school staff. The YES Leadership Council will have a minimum of twelve members each elected by their respective stakeholder group. Fifty percent of the council composition (min. 6 members) will be comprised of the UTLA Chapter Chair and five other teachers representing various grade-levels and student populations. Fifty percent of the council composition (min. 6 members) will be comprised of the Principal, Classified Representative and four Parent/Community representatives.

Grade-level Chair meetings directly influence topics that are discussed and decisions that are made by the Leadership Council. Grade-level Chairs will also facilitate discussions about data analysis and planning meetings on a weekly basis to ensure high quality teaching and improved student performance. Administrators, grade-level chairs and instructional staff will conduct regular, focused weekly classroom observations to provide constructive feedback to teachers. Teachers will participate in peer coaching, lesson study and sharing of best practices among colleagues.

The areas of Responsibilities and decision-making will include determination of the following matters:

1. Staff Development Program
2. Student Discipline
3. Determination and Scheduling of Activities/Events

4. Guidelines for Use of School Equipment
5. Various Budgetary Matters including Instructional Materials

Advisory committees will be elected each year and the CEAC and ELAC advisory council members will also visit classrooms to see new curriculum and strategies in action.

## **10. School Leadership & Staffing Plans**

### **Leadership Team Capacity**

The leadership team is comprised of highly qualified educators that are equipped with the skills, knowledge, values, and disposition representative of the highest teaching standards. All team members hold a Commission on Teacher Credentialing credential with a CLAD emphasis as required by the District. The Leadership Team members believe in and support the vision and mission of the school and understand their respective positions and expectations of being a team leader. Together they have the collective capacity to successfully perform all tasks needed to lead/transform YES Academy. The leadership team members submitting this plan include the current LAUSD teachers, UTLA Chapter Chair, the school principal, classified representatives and parent representatives.

### **Staffing Model**

YES Academy will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State’s academic achievement standards. This will be done through the embedding of culturally relevant and responsive pedagogy throughout a rigorous standards-based curriculum with teacher collaboration, differentiated instruction and, SDAIE strategies that support the learning of English Learners, Standard English Learners, and Students with Disabilities. The student-teacher ratio will be: 15:1 for Pre-K classes; 20:1 for Kindergarten – 2<sup>nd</sup> grade; and for grades 3 thru 5 the ratio is 24:1 for the first 2 years. By the third year, due to our Quality Education Investment Act Grant, grades 4 and 5 will be reduced to 17:1 in years 3, 4, and 5.

Our school will be equipped with a full time School Psychologist, Resource teacher, PSA Counselor, and a School Counselor. On staff will also be a Bilingual Aide and a full time clerk. Office staff will include, (2) Office Technicians, 1-bilingual, (1) School Administrative Assistant (SAA). Other Staff will include a Plant Manager, Grounds Workers, Cafeteria Manager, and Supervision staff.

Positions per Class	Pre-K	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
General Education Teacher	1	5	5	5	5	5	5
Special Education Teacher		Kindergarten thru		2nd -1		1	1
		0					1

<b>Academic – (Certificated)</b>	<b>Non-Academic – (Classified)</b>
Principal	School Administrative Assistant
AP – EIS (Part-time)	Plant Manager
40 Teachers	Cafeteria Manager
Title 1 Coordinator	2 Office Technicians
Language Acquisition Coordinator	2 Cafeteria Workers
Physical Education Teacher	Library Aide
Math Coach	Parent/Community Representative
Technology Coordinator	2 Special Education Assistants
Bridge Coordinator/Literacy Coach	2 Bilingual Teacher Assistants
Psychiatric Social Worker/Counselor (Part-time)	3 Campus Supervision Aides
School Psychologist	1 Resource Aide
Nurse	Technology Assistant
Pupil Services and Attendance Counselor (Part-time)	RSP Assistant

Resource Specialist Teacher	2 Building & Grounds Workers
Arts Prototype and Chorus Teacher (2)	4 Teacher Assistants

### **Compensation**

Administration, classified and certificated staff will continue to use the LAUSD’s salary schedule and table as it applies to the staff members’ current salary base. Please see appendix for district’s salary table.

### **School Leadership**

The Principal will be the instructional leader and will be responsible for promoting the success of all students’ academic achievement and an enriched learning environment as outlined in the educational plan. The Principal will be a visionary who is on the cutting edge of educational reform and fluent with current educational theory, practices, and research.

### **Leadership Team beyond the Principal**

The Leadership team beyond the principal will be comprised of the following with job descriptions pulled from those already in existence in LAUSD’s Human Resource/Personnel Department:

- Assistant Principal
- Title 1 Coordinator
- Language Acquisition Coordinator
- Technology Coordinator
- Instructional Coaches
- School Administrative Assistant
- Grade-Level Chairs
- Plant Manager
- Cafeteria Manager
- PSA Counselor
- UTLA Chair
- Nurse

### **Recruitment of Teaching Staff**

It is the intent of YES Academy to continue to employ teaching staff who is dedicated to providing instruction for children according to the academic content standards adopted by the California State Board of Education. Teachers will be required to hold a Commission on Teacher Credentialing certificate as per the federal No Child Left Behind Act (NCLB) and be in possession of one of the documents issued by the California Commission on Teacher Credentialing (CCTC) that authorizes instruction for English Learners (ELs). Including, but not limited to: Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD/BCLAD Emphasis, District Intern Credential with English Learner Authorization/BCLAD Emphasis, Bilingual Cross-cultural Specialist Credential, or CLAD/BCLAD Certificate. (per Credential Leaflet: CL-622 from California Commission on Teacher Credentialing).

All employees will be teachers and role models. Because of their love for students, employees will not only be innovative individuals with a passion for life-long learning, but also coaches and facilitators of learning. They will be committed to developing the social, civic, character and academic potential of each student. Educators must be instructional leaders who have the professional knowledge and skill-set, and possess a positive belief system of high expectations, that will enable them to work effectively with all students and their families.

Teachers shall provide instruction in core subjects, including English/language arts, mathematics, history/social science, and science. They shall be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the School’s operational policies. The most important qualifications for our teachers are: (1) commitment to developing the academic potential of all students at YES Academy (2) demonstrate competency in the subject matter they will be teaching; (3) proficiency in instructional practices relevant to diverse populations; (4) familiarity with or willingness to be trained in learning styles and the School’s curriculum sequence; and (5) willingness to work hard, take responsibility and exercise leadership for the School as a whole.

Teachers will understand and commit to utilizing and implementing the California State Standards for the teaching profession, culturally responsive and contextualized teaching methods based on the 12 instructional outcomes of the Academic English Mastery Program (AEMP) along with the key instructional access strategies.

## **11. Operations**

The YES Academy will use LAUSD's operational services provided at the school site and will follow all applicable collective bargaining agreements. While certain individuals are responsible for operational issues, they will also be assisting with students' well-being. The following personnel are responsible for coordinating and leading non-academic aspects of school management:

- Principal/School Administrative Assistant -Payroll
- Plant Manager-Maintenance
- Administrators- Principal, Asst. Principal-EIS, Title 1 Coordinator-Security/Transportation
- Cafeteria Manager-Food Services

The YES Academy will work with LAUSD's School Management Services to coordinate operations related activities.

## **12. Finances**

All stakeholders have considered the question: How can we develop a financial system based upon LAUSD's transparent budget process that makes better use of our available resources? YES Academy concluded that our school's financial plan will be aligned to our vision. Funding will be used to benefit student's learning and well-being. Funds will be spent on curriculum resources, program components and services that promote students success and family assistance. QEIA funds will be used for class size reduction, out of class intervention, and teacher professional development. School funds will be leveraged for positions that will increase both teacher and student success i.e. Language Acquisition Coordinator, Math/Literacy Coaches, Title 1 Coordinator, Psychomotor teacher, technology teacher/hardware and instructional materials. A Psychiatric Social Worker/Counselor will meet student's behavioral needs.

Budget reports and policies will follow LAUSD directives. However, it is the School Site Council's responsibility to monitor programs on a regular basis. Teachers, parents, community members and administrators who make up this group will decide resource allocation to best ensure student success. The SSC and YES Leadership Team will use data driven monitoring to verify success of all students including special populations. Data will be supplied from multiple performance assessments, criterion referenced and norm referenced tests, teacher created tests and observations. Evaluation will occur quarterly. Teachers, staff and parents will receive questionnaires two times a year. Based on this data the council will assess allocation of funds. They will submit its findings to parents, teachers and community members, on a regular basis, to keep stakeholders abreast of student progress and of any necessary changes in expenditure. Decisions for school budget will be based on our school's vision which is differentiated instruction based on learning styles and strengths. It is important that our budget process is transparent, accountable to student needs and includes input from all stakeholder groups including parents and community.

State and district funding is not sufficient to accomplish our high expectations for student achievement and elements that will provide equal access to students via technology. To achieve our ends, we have applied for corporate sponsorship from Fidelity Investments, 99 Cents Only Stores and Wells Fargo Bank. Our applications have outlined our financial needs for intervention programs, professional development and technology.

To supplement our budget, fund-raising activities have been planned (Sweet Success Cake Company and a McDonald sponsored McTeacher's event). Other planned events encompass a raffle, a candy selling campaign, and a school carnival. In addition, we are pursuing the formation of a booster club.

We feel that the driving force for us is student achievement and that our budget process, program expenditures and stakeholder review will be focused on that end.

The YES Academy will continue to use the LAUSD facility agreements to ensure that that our school is safe, secure and a positive place for our students, staff and community. Parents, staff, students, and interested community members will be surveyed to identify renovations, and other facility needs to support student learning.

Note: Workforce Stability Taskforce is working on finalizing a service menu

## Facilities

LAUSD will provide facilities use agreement to be finalized by the Workforce Stability Taskforce.

## Appendix

### SCIENCE

Website resources:

FOSS Web California- <http://www.fossweb.com/ca>

Science Instructional Support, Los Angeles Unified School District – <http://science.lausd.net>

Scope and Sequence (Adapted from *Science Framework for California Public Schools Kindergarten through Grade Twelve*)

### Science

Science Program and Student Outcomes

**Physical Sciences:** Students will develop essential knowledge and skills, specific for each grade level, in the area of physical science. Students will learn that properties of materials can be observed, measured, and predicted, materials come in different forms (states), including solids, liquids, and gases, the motion of objects can be observed and measured, energy and matter have multiple forms and can be changed from one form to another and elements and their combinations account for all the varied types of matter in the world. Students will learn that light has a source and travels in a direction, electricity and magnetism are related effects that have many useful applications in everyday life.

**Life Sciences:** Students will develop essential knowledge and skills, specific for each grade level, in the area of life science. Students understand that different types of plants and animals inhabit the earth, plants and animals meet their needs in different ways, plants and animals have predictable life cycles, and adaptations in physical structure or behavior may improve an organism's chance for survival. All organisms need energy and matter to live and grow, living organisms depend on one another and on their environment for survival, and plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.

***Earth/Space Sciences:*** - Students will develop essential knowledge and skills, specific for each grade level, in the area of Earth/Space Science. Students understand that Earth is composed of land, air, and water. Weather can be observed, measured, and described, earth is made of materials that have distinct properties and provide resources for human activities. Students know that objects in the sky move in regular and predictable patterns, the properties of rocks and minerals reflect the processes that formed them, waves, wind, water, and ice shape and reshape Earth's land surface, water on Earth moves between the oceans and land through the processes of evaporation and condensation, energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns and that the solar system consists of planets and other bodies that orbit the Sun in predictable paths.

***Investigation and Experimentation:*** Students will apply the inquiry process during investigations and experimentations. Students will learn that asking meaningful questions and conducting careful investigations make Scientific progress. Students will use habits of mind strategies to develop their own questions as they perform investigations.

At every grade level, science content is divided into three main branches of study: Physical Science, Life Science, and Earth Science. Science content is also taught in conjunction with investigation and experimentation skills. These investigation and experimentation skills include recording observations and measurements, creating charts and diagrams to organize data, data analysis, and using appropriate scientific tools.

**Kindergarten** – Students will learn the difference between observation and opinion and begin their study of science by observing similarities, differences, component parts of materials, plants, animals, processes and changes over time.

Physical Science- Students will build a foundation for making observations and measurements through studying physical properties of common objects.

Life Science- Students expand their vocabulary and scientific skills through describing the appearance and behavior of different animals and plants.

Earth Science- Students begin studying earth science through observing and measuring weather conditions.

**Grade One** – Students will learn about the general properties of solids, liquids, and gases; the needs of plants and animals; the use of simple weather-recording instruments, such as thermometers and wind vanes. Expository descriptions will be aligned with the science standards that require students to record observations and data.

Physical Science- Students study the general properties of all solids, liquids, and gases in preparation for the study of states of matter in grade three.

Life Science- Students explore favorable habitats for the survival of organisms.

Earth Science- Students identify the predictable trends in weather conditions. Students also learn the role of sunlight in the weather pattern.

**Grade Two** – Students will learn about forces, life cycles of animals and plants, basics of inheritance, and rock formation.

Physical Science- Students will learn the basics of forces and motion (gravity, magnetism and forces that make sound) that will be developed further at later grade levels.

Life Science- Students will learn about plant and animal life cycles and the basics of genetics for that will be developed at later grade levels.

Earth Science- Students will focus on the composition, processes, and materials of Earth's crust. Students will be introduced to the concept of geologic time and fossils.

**Grade Three** – Students are introduced to fundamental patterns in nature that makes the world understandable.

Physical Science- Students will discuss at a simple level, energy and matter. This basic understanding will prepare for the study of elements and compounds in grade five.

Life Science- The focus is on ecology and evolution by relating adaptation to the survival of different organisms.

Earth Science- Students will learn about planetary motion in our solar system.

**Grade Four** – Students will design and build simple electrical circuits to learn concepts of electromagnetism. Students will expand their knowledge of ecology to include decomposers to their food web. Students will also study the process of weathering and erosion in rock formation.

Physical Science- Students learn the basic ideas of electricity and magnetism.

Life Science- Students refine their understanding of adaptation and ecology from grade three.

Earth Science- Students learn the process of weathering and erosion in the recycling of Earth's crust.

**Grade Five** – Students will learn about chemical reactions and study the organization of the periodic table of elements. Students will distinguish between molecules, atoms, chemical compounds, and mixtures. Students will also learn body system (blood circulation, respiration, digestion, and excretion) Students will also learn about the water cycle and its role in distribution of water. In addition, students will learn the composition of the Sun and the relationship between gravity and planetary orbits.

Physical Science- students will learn simple chemical reactions and clearly distinguish between molecules and atoms and chemical compounds and mixture.

Life Science- students will explore simple examples of the relationship between structure and function, e.g. respiration.

Earth Science- Students learn the water cycle and weather patterns.

## **Scope and Sequence – Social Studies**

### **Kindergarten—*Learning and Working Now and Long Ago***

- Learning to Work Together
- Working Together: Exploring, Creating, and Communicating
- Reaching Out to Times Past

### **Grade One—*A Child's Place in Time and Space***

- Developing Social Skills and Responsibilities
- Expanding Children's Geographic and Economic Worlds
- Developing Awareness of Cultural Diversity, Now & Long Ago

### **Grade Two—*People Who Make a Difference***

- People Who Supply Our Needs
- Our Parents, Grandparents, and Ancestors from Long Ago
- People from Many Cultures, Now and Long Ago

### **Grade Three—*Continuity and Change***

- Our Local History: Discovering Our Past and Our Traditions
- Our Nation's History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend

### **Grade Four—*California: A Changing State***

- The Physical Setting: California and Beyond
- Pre-Columbian Settlements and People
- Exploration and Colonial History
- Missions, Ranchos, and the Mexican War for Independence
- Gold Rush, Statehood, and the Westward Movement
- The Period of Rapid Population Growth, Large-Scale Agriculture, and Linkage to the Rest of the United States

- Modern California: Immigration, Technology, and Cities

**Grade Five—*United States History and Geography: Making a New Nation***

- The Land and People before Columbus
- Age of Exploration
- Settling the Colonies –The Virginia Settlement – Life in New England –The Middle Colonies
- Settling the Trans-Appalachian West
- The War for Independence
- Life in the Young Republic
- The New Nation’s Westward Expansion
- Linking Past to Present: The American People, Then and Now

<http://www.cde.ca.gov/be/st/ss/>

**Chart – Assessment Plan - List of Assessments Tools and Rationale**

Our assessment strategy is to use a multiple set of tools that measure academic as well as non-academic skills. What follows is an assessment skeleton that we expect to grow and modify with the development of our curriculum. Assessment tools will be reviewed annually to ensure that assessments are standards-based, on-going, and effectively informs instructional decisions.

Performance-based Assessments

***Portfolios***

A collection of work over the year will be divided by subject area (math, languages, history/geography, science, art). Two to three times per year the child reviews his/her work, reflects on its contents, and what it tells about him/her as a learner. Self evaluation is a key feature of performance assessment; the portfolio will serve the students as a benchmark set of examples of things they have mastered, providing them with a crucial foundation upon which to build. Portfolios can be assessed on a variety of criteria, such as number of entries, richness of entry; degree of reflection shown; improvement in technical skill; achievement of one's goals; interplay of production, perceptions, and reflection; responsiveness to internal and external feedback; and development of themes. Thus, portfolios also contain drafts, revisions, and works in progress. They are instruments of learning as much as showpieces of final accomplishment and serve as a convenient means of collecting information relevant to the growth of students over time.

***YES Collection***

A sampling of approximately five pieces will be selected from the student's portfolio each year. As they pass through the school, they will accumulate work that they will review and evaluate themselves at the end of fifth grade.

### ***Teacher Narratives***

Two to four pages written on each student based on their work, actions, and conversations over time. The PLRs and portfolios will be used as a basis of this information, with additional assessment of the child's attendance, participation, physical health, personal and social adjustment and satisfaction. Parents and students, where appropriate, will respond with input on this evaluation.

### ***Student Work Studies***

In Teachers' Council meetings, we will examine one piece of each child's work in depth. We will discuss what we see in the work and its implications for future growth of the student.

### ***Presentations***

Children do not learn in isolation but as a citizen of their community. To that end, students are held accountable to the community for their learning. Students share their work with the community - unveil murals, plays, and other demonstrations based on classroom work.

### **Criterion-referenced tests**

#### ***Pre-assessments***

Key to implementation of our instructional plan will be that teachers have a complete knowledge of students' learning. Therefore, each child at YES will be given a pre-assessment to determine their reading, math, and critical thinking skills level. The outcome of these pre-assessments will not be used to track students, but to give the teachers a general sense of where the child is on the learning continuum and better yet, provide the teacher with an instructional compass for guiding the direction of the instruction.

#### ***District Periodic Assessments***

YES Academy will continue to use district periodic assessments that may include the Math and Science Periodic Assessments.

#### ***Primary Learning Records (PLRs)***

A collection of observations, interviews, work samples, and teacher responses over the course of the year.

#### ***Student Led Conferences***

In the spring conference, the teacher, parents and students gather to review the students' work over the year and celebrate their accomplishments. The student presents or exhibits selected pieces from their portfolio and the teacher prepares a written narrative.

#### ***Parent/Teacher/Student Conferences***

YES Academy will begin the year with a pre-conference to identify the student's strengths, concerns and questions. A second conference will be held to review progress and discuss concerns. Then, a third conference will be held at the end of year to celebrate the child's progress

***School and Grade Level Created Assessments***

Assessments will be based on internally developed rubrics and aligned to State standards. Test questions that reflect diagnostic testing can be used to assess the students' increased mastery over time and to adjust curriculum offerings as well as instructional strategies. Test questions that reflect the teacher's curriculum, including a mix of open-ended and multiple choice questions can be pulled from nationally recognized tests such as the National Assessment of Educational Progress (NAEP) and the Third International Math and Science Student (TIMSS), or similar instruments.

Norm-referenced tests

***State Mandated Tests***

YES Academy will administer the California Achievement Test (CST) and all other state mandated tests to all students second grade and above.

YES Academy will administer the California English Language Development Test (CELDT) where appropriate.

**Data Analysis**

YES Academy will collect data throughout the year, which will allow for continual analysis in order to make the information useful for curriculum revision, individual intervention and aligning the curriculum with State standards. Teachers will track individual student's exposure to each teacher event and objective as well as track each student's mastery of each objective. Assessments are conducted every 6 weeks. These assessments may include, but is not limited to, teacher-created, textbook-based, as well as a school wide assessment, such as Standards Plus.

Grade Level □ % Level of Proficiency
2 □ 75
3 □ 75
4 □ 75
5 □ 75

YES Academy's API growth target is 100+ growth points over the next 5 years.

YES Academy will meet AYP growth target according to NCLB.

YES Academy's California Standards Test growth target is a 10 percent increase per year.

YES Academy periodic measures include internal standards-based school-wide assessment system. The results from these assessments will be used to modify instruction accordingly to make sure that students are on track to reach and to exceed standards every reporting period.

Culminating performance-based assessments will include (but are not limited to) the following:

- Apprentice students will be asked to present an exhibition to a panel composed of teachers, parents, peers, and community members during the last six-weeks of each school year
- Exemplary work from the year will be profiled
- Students will identify their own strengths through reflection and meta-cognition
- Students will develop a sense of empowerment and accomplishment
- Students will identify personal and educational goals for upcoming year in school

Assessments and the use of data play a central role in assuring the education of all students to high standards. The school will establish an assessment system that collects, analyzes, interprets and shares the data. In order that all stakeholders may obtain essential information, results will be reported to students and parents on a monthly basis.

### **Monitoring Student Progress Regularly**

Daily, the teachers will monitor student progress using a variety of authentic, performance-based measures of achievement, both formal and informal (August & Hakuta, 1997). The assessment results will be used to enhance instruction and aid in instructional improvement. Some of these multiple measures are described in various district handbooks and include:

- Performance assignments and assessments (clipboard assessments, observational checklists, end of unit projects, etc.)
- Publisher-designed assessments within the selected English Language Development and English Language Art programs
- Project-designed and teacher-designed performance assignments and assessments

Student performance on assessments will provide diagnostic information to, "identify variables in the learning environment such as programs, staffing, curricula, and materials which may be contributing to a student's lack of success" (Cummins, 1986) and use this information to "upgrade and restructure teaching and learning" based on best instructional practices (Garcia, 1994). That is, if students are not successful on the various assessments given, the teacher will seek alternative ways of delivering the instruction. Other avenues for determining the effectiveness of instructional programs will also be utilized: teacher self-reflection, observation by mentor teachers, administrators, and when possible, instructional coaches and specialists.

Furthermore, the school will utilize results of state and district assessments to monitor student improvement and refine instructional delivery, such as redesignation rates of English Language Learners (ELL) students, English Language Development (ELD) advancement in portfolio records, CAT scores, and API.

### **High Stakes Testing**

Students in Grades 2 through 5 who are eligible for testing in English will be assessed with the California Achievement Test (CAT) or other state required tests on a fall-to-fall cycle. The results will be disaggregated by sub-groups (e.g., Title I, RFEP, ELL, GATE, gender, ethnicity, etc.).

**Appendix – Chart of Evaluation Activity, Responsible Party, and Timeline**

Evaluation Activity □ Party Responsible □ Timeline
Effectiveness Survey □ Shared Decision Making Council □ Yearly
Analysis Standardized Test Scores □ Educational Family consisting of teachers, parents, students, and administrators □ Yearly
Analysis Average Daily Attendance □ Teachers and Administrator □ Monthly
Observation of Classroom Strategies □ Teachers □ Ongoing
Analysis Classroom Assessment Data □ Educational Family consisting of teachers, parents, students, and administrators □ Ongoing
Monitoring Professional Development □ Teachers □ Ongoing
English Language Learner Redesignation/Reclassification

<input type="checkbox"/> Teachers <input type="checkbox"/> Yearly
Title 1 Identification <input type="checkbox"/> Teachers <input type="checkbox"/> Yearly
Monitoring Parent Involvement Plan <input type="checkbox"/> Educational Family consisting of teachers, parents, students, and administrators <input type="checkbox"/> Ongoing
Monitoring Progress of Special Education/GATE <input type="checkbox"/> Teachers and Administrator <input type="checkbox"/> Ongoing
Monitoring Progress of Kindergarten Program <input type="checkbox"/> Teachers and Administrator <input type="checkbox"/> Ongoing

December 28, 2009

Donations Department  
99 Cents Only Stores  
4000 Union Pacific Avenue  
Commerce, CA 90023

Dear Sir or Madam:

Hyde Park Elementary School is located in South Los Angeles, near your La Tijera store. Many of our teachers and students are loyal customers. All of our students are from minority families, and they all receive a government-sponsored free lunch.

Our school's vision is to close the achievement gap between minority and economically advantaged students by teaching to all modalities so our students may become valued, contributing members of society.

Your donation will be used to pay for necessities the school budget can't cover such as professional development. Educational research has shown that professional development is the key to a sound school wide curriculum. Your donation will enable our teachers to attend seminars during the current school year and bring their new skills and knowledge to the classroom in fall 2010.

We're convinced that these additional professional development classes and other innovative ideas that we are instituting will allow us to close the achievement gap. Our additional training will provide strategies to assist students in setting and achieving personal goals, assisting them to apply concepts and skills in and out of school.

Los Angeles Unified School district is qualified as a designated 501(C)(3) organization and its federal tax identification # is 95-6001-908-W.

Thank you for considering the needs of our students. Your sponsorship will help make our vision a reality.

Sincerely,

Richard Lager

December 27, 2009

Fidelity Investments  
Corporate Sponsorships  
82 Devonshire Street, W1A  
Boston, MA 02109

Dear Sir or Madam:

Paul Artin, my Fidelity Investments account executive in Century City, California, has informed me of the Fidelity Cares program, and he recommended that I apply for sponsorships for Hyde Park Elementary School, where I am a teacher. Hyde Park Elementary School is part of the Los Angeles Unified School District.

Hyde Park Elementary School is located in economically disadvantaged South Los Angeles. All of the students are from minority families, and they all receive a government-sponsored free lunch.

Our school's vision is to close the achievement gap between minority and economically advantaged students by teaching to all modalities so our students may become valued, contributing members of society.

We expect to achieve our vision of providing a structured and nurturing learning environment that educates the whole child, allowing each to grow to reach his or her full potential. Our teachers implement a school-wide, standards based curriculum encompassing academics, cultural diversity and discipline.

Your sponsorship will be used to hire an additional credentialed teacher dedicated to intervention by working one on one or in small groups with students in need of extra assistance. Because of California's budget crisis, intervention teachers hired to assist lagging academic achievers are not available to us. California schools are underfunded, leading to our scoring below the national average in teacher-to-student ratio. Thus, your sponsorship would be put to good use and greatly appreciated.

Los Angeles Unified School District is qualified as a designated 501(C)(3) organization and its federal identification number is 95-6001-908-W.

Thank you for considering the needs of our students. Your sponsorship will help close the achievement gap between advantaged children and the at-risk pupils at Hyde Park Elementary School.

Sincerely,

Richard Lager

## Sample Daily Schedule

8:00 – 8:05 Morning Business  
8:05 – 8:40 ELD (IWT)  
8:40 – 9:40 Mathematics  
9:40 – 11:00 Open Court  
(Word Knowledge/Reading/Responding)

11:00 – 11:30 Recess  
11:30 – 12:00 Open Court Reading  
(Language Arts/Measuring Up) IWT

12:00 – 12:30 Science  
12:30 – 1:10 Lunch  
1:20 – 1:40 Social Studies/Second Step/  
Art/Music/Health/P.E.  
2:15 – 2:20 Homework/Dismissal

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### Notes:

\*9:40 – 10:10 Computer Lab (Weds.)  
\*10:00 – 10:40 Library (Mon.)

<b>Type of PD</b>	<b>Timeline</b>	<b>Facilitated By</b>	<b>Learning Outcomes</b>
Classroom management and discipline	In the beginning of the year and ongoing	Coaches□ Coordinators□ Administration	Increased instructional time to meet academic goals
Literacy	Ongoing	Teachers trained in Open Court□ Lead teachers	Improved student achievement in formal and performance based assessments
Mathematics	Ongoing	Teachers trained in envision Math strand□ Lead teachers	Improved student achievement in formal and performance based assessments
MELD	Ongoing	GSAT Teacher-Facilitators□ Language Acquisition Coordinator	Application of research-based approaches and strategies that build on the learning styles and strengths of SELs to facilitate the development of listening, speaking, reading and writing.
ELD	Ongoing	Language Acquisition Coordinator	Application of ELD Instructional strategies to ensure that ELs reach proficiency as soon as possible.
Science/Social Studies	Ongoing	Science Lead Teacher	Evidence of subject specific content instruction; Improved student performance on science formal and performance-based assessments.
Working with students with special needs	Ongoing	Special education teachers	Mainstreaming of students with special needs; Improved achievement for students with special needs

During the remaining PD time on Tuesdays, teachers will be given quality time to improve instruction and student learning through meaningful collaboration as outlined below:

<b>Day</b>	<b>Type of PD</b>	<b>Learning Activities</b>	<b>Facilitated By</b>
2 <sup>nd</sup> Tuesday	Grade-level Student Achievement Team (GSAT) specific	Group focused on literacy and math instruction <input type="checkbox"/> Analysis of student work <input type="checkbox"/> Planning lessons and strategies to address student needs based on research and data <input type="checkbox"/> Peer coaching <input type="checkbox"/> Reflective Dialogue	GSAT Leader
3 <sup>rd</sup> Tuesday Grade Level Teams	Lesson plan using backwards mapping – moving from standards to project-based learning experiences where students demonstrate mastery of the standards Reflective Dialogue	Grade level chairperson	
4 <sup>th</sup> Tuesday	Grade Level Collaboratives (GLCs)	Professional Learning Community – culturally relevant literacy circles <input type="checkbox"/> Application of culturally relevant pedagogy using GLC Instructional Units <input type="checkbox"/> Reflective Dialogue	Grade-level Chair and GSAT Teacher-Facilitator <input type="checkbox"/>

<b>IPDP Activities</b>	<b>Outcomes</b>
Standards Plus	Teachers will be trained to run the pull out intervention program for at risk first grade students and train teaching staff how to implement the strategies from this program into the literacy curriculum (SOURCE)
National Board (NBCT)	Research shows that the certification process is a highly effective professional development process that is linked to improved standardized test scores as well as

	broader definitions of learning.
Specific to YES Academy	Teachers use district programs offered on Learning Zone such as APOLO, and U.P.D.A.T.E. as well as community resources including UCLA Extension, Inner-City Arts, The California Science Center, etc. to enhance their knowledge in other areas to improve student achievement.
Academic English Mastery Program/AEMP	ALL instructional personnel will attend the summer institute, fall educational seminars, annual conference and additional PD opportunities to deepen understanding and implementation of the Program.
Other	May include attending educational conferences, work in a masters or doctoral program, or an action research project as long as it fills the requirements of the IPDP