

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

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

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2. Curriculums and Instruction

YES Academy will offer a rigorous, balanced, technology-enriched core curriculum that is aligned with the California state standards, and utilizes state approved textbooks and supplemental materials. We will continue to use the research based Open Court Reading as our Core program In Language Arts. 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 meet the needs of all students by using direct instruction, inquiry and problem-based activities, and culturally responsive strategies to guide and support students as they acquire and use skills and knowledge in reading and language arts, science, history-social sciences, health, visual and performing arts and physical education

Reading and Language Arts

YES Academy will plan and implement a rigorous, standards-based, student-centered curriculum around three Critical Elements of an Effective Reading Program. The ***ELEMENTS*** 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.

(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)

We are dedicated to the task of insuring that by the end of grade three, ***all students attending this school become independent, fluent readers*** who are able to read to learn and for enjoyment. To reach this goal, students must develop strong word reading skills which are central to fluent, accurate reading. Fluent, accurate reading is crucial for good reading comprehension. ***Students who have not attained this goal by grade three*** will continue to receive intensive interventions and appropriate accommodations in the classroom so that their vocabularies, subject matter knowledge, and conceptual development will not be hindered due to their inability to read grade level texts.

The screening to identify children at risk of reading failure is a key part of our strategy and is consistent with the second element outlined above. All students in grades K – 1 will be screened at the beginning of the school year to identify those at risk of early reading failure. The screening assessments will be administered individually and will cover such early reading skills as letter-name knowledge, phonemic segmentation and blending, matching phonemes, letter-sound knowledge, and vocabulary. At end of kindergarten and at the beginning of first grade, students will be assessed on their abilities to read phonetically regular words, and selected high frequency words. As reading instruction progresses in first grade and beyond, students will also be assessed on their oral reading fluency.

During the first two weeks of school students in grades 2 – 5 will also be screened using oral reading fluency (ORF) or an informal reading inventory (IRI) using both passages and word lists. The first passage read will be one from a grade level text. If the student can not read with an accuracy of 90% correct words, lower level passages will be used. In the process teachers will identify each students instructional and independent reading levels. We will use diagnostic assessments when a student fails to read passages fluently or information on screening assessments is insufficient to plan focused

interventions. In addition to skills assessments, we will also use ELD level, attendance and additional student history to make instructional decisions.

All students receive strong core instruction. In the RTI2 model, this is Tier one. Good first teaching is the foundation and premise of Tier 1. All students have equal access to this Tier. Screening and or diagnostic assessments will be used to assign students at risk of failing or who have gaps in skills to intervention groups. Students assigned to Tier 2 are generally not more than one year below grade level. 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—social and emotional growth, Tier 2 may provide additional opportunities to learn social-behavioral skills. **The small group setting is especially effective in helping students to build positive relationships with the teacher and their small group peers.** It is ideal for supporting and reinforcing behaviors where children learn to work and play together cooperatively. In time this tangible success leads to greater self-esteem and feelings of being connected and important contributors to the group. It is also the best opportunity for teachers to get to know each student. The percentage of students who will likely need this level of service in our school is about 25% to 30% at each grade level. This group will likely consist of basic students and some high functioning students who are below basic. We will provide instruction to improve fluency and other key standards along with the phonics and fluency section of Open Court and the research based Phonics for Reading Program, created by Curriculum and Associates, INC. Students' progress of in tier 2 will be monitored with curriculum based measures (CBM) at least twice monthly. Tier one monitoring occurs 3 – 4 times yearly.

Students who have severe deficits or who do not respond to tier 2 interventions will have **daily**, small group or individualized intensive instruction for 30 to 45 minutes. This is Tier 3 instruction and is in addition to the core reading instruction. **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 protocols and discipline plan. **Tier 3** instruction will be provided by a resource specialist or reading teacher. . We estimate that about 10 – 25% of our current student body will require this level of intervention. This estimate is based on our current SWD population and the number of students who are FB and FBB. Currently 11% of students are classified as students with disabilities. **Tier 3 progress monitoring will occur on a daily or even a weekly basis.**

In summary, 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:

English Language Learners

The District (through The Language Acquisition Branch) has developed a variety of instructional programs to best meet the needs of English Language Learners. These programs are designed to close the achievement gap between English learners and native English speaking students. Research conducted by the Districts Research and Evaluation Branch has shown that students in classrooms where effective ELD strategies and curriculum are faithfully implemented perform significantly higher on the CELDT and the ELA section of CST than students of

teachers who do not consistently implement the identified ELD strategies and curriculum. The goals of the District's Master Plan for English Learners are designed to assist this group to:

- Achieve academic proficiency in all dimensions of the English language
- Attain highly proficient academic achievement in all content areas
- Develop a positive self-image by acknowledging the linguistic and cultural gifts English learners and their families contribute to the school community.
- Function effectively and harmoniously in a multicultural society

YES Academy will ensure that English learners (ELs) achieve English proficiency as soon as possible by faithfully implementing the following Task-based Language Teaching (TBLT) instructional 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 than 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®
- Use the ELD instructional Tool and/or other classroom observation tools to monitor the implementation of ELD
- Monitor student ELD and CELDT level progress by using the ELD Assessment Portfolio and Into English! Assessments (Student Progress Form)
- Provide targeted intervention to ELs not making adequate progress in ELD

Additionally, to ensure that ELs have access to core content and to accelerate academic performance in English Language Arts (ELA) and Math, we will implement the following instructional strategies:

- Design and deliver standards-based lessons that incorporate **both** content and language standards/objectives
- Provide specially designed academic instruction in English (SDAIE) for ELs incorporating the following research-based Access Strategies:
 - Academic Language Development
 - Cooperative and Communal Learning
 - Advanced Graphic Organizers/Thinking Maps®
 - Instructional Conversations
- Use the Access to Core Instructional Tool and the Sheltered Instruction Observation Protocol (SIOP) for grade-level planning, lesson study and classroom observations
- Monitor student progress frequently using **MyData** and benchmark assessments
- Provide targeted, small group intervention to ELs not making adequate progress in ELA and Math
- Refer struggling students to the Language Appraisal Team (LAT)

Standard English Learners (SELS)

Forty percent (40%) of our students are African American. We see from our data that they are, in almost all instances, our lowest performing subgroup in every strand on CST. They are also over represented in SPED and in the number of suspensions. To meet the language and cultural students' needs. We will use the Academic

English Mastery Program (AEMP). 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 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 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.

Key instructional strategies for accelerating the achievement of SELs will include:

- Training teacher-facilitators (K-1, 2-3, & 4-5) at monthly professional development meetings on the protocols used in the Academic English Mastery Program (AEMP)
- Implementing Grade-level Student Achievement Teams (GSAT)
- Conducting professional development on culturally relevant and responsive education (CRRE) including:
 - Grade Level Collaboratives,
 - Fall Educational Seminars on CRRE,
 - AEMP’s Annual Professional Development Conference
- Implementing the following six research-based Access Strategies:
 - Cultural Connections
 - Cooperative/Communal Learning Environments
 - Contrastive Analysis
 - Instructional Conversations
 - Academic Language Development
 - Advanced Graphic Organizers
- Embedding culturally responsive pedagogy throughout the content areas through the use of the Mainstream English Language Development (MELD) Instructional Guide
- Acquiring culturally relevant literature and other instructional materials
- Curricular trips that focus on CREE will be a focus for student learning

Because we recognize the pivotal role of parents as partners in the education of their children and we will work closely with the English Learner Advisory Committee (ELAC) and Compensatory Education Advisory Committee (CEAC) to provide essential information, education, and involvement activities. Advice from these two committees will be regularly communicated to the School Site Council (SSC).

Mathematics

YES Academy will implement a balanced instructional program that provides ALL students with access to a standards based mathematics curriculum. Students will be provided with access to a fully developed mathematics program in order to be successful leaders of our future. A fully developed mathematics program will include: teacher preparation and planning and daily mathematics instruction. Daily instruction includes spiral review, development of the lesson concept (which is interactive and visual), a closing (which will include teacher opportunity for differentiation) and homework that is both differentiated and connected to the daily concept/learning. We expect all of our students to become proficient in computation and procedural skills. They will accomplish this task by using Standards Plus, which is a direct instruction intervention process that will supplement the regular instructional program. We also want our students to deepen their conceptual understanding of mathematics in an effort to become global problem solvers,

YES Academy students will have equal access to a rigorous standards-based instructional program that meets the needs of all learners. In an effort to close the achievement gap between our Latino and our African

American students, Yes Academy will embrace the position that the NCTM (National Council for Teaching Mathematics) has taken:

“Every student should have equitable and optimal opportunities to learn mathematics free from bias—intentional or unintentional—based on race, gender, socioeconomic status, or language. In order to close the achievement gap, all students need the opportunity to learn challenging mathematics from a well-qualified teacher who will make connections to the background, needs, and cultures of all learners.”

YES Academy will focus on the Big Ideas surrounding the mathematics state standards and our District Instructional Guide. Along with the Big Ideas, teachers will also imbed CRRE strategies to assist in Closing the Achievement Gap. The teachers will also use Thinking Maps and the Access Strategies to provide students with greater access to the core. Teachers will use the Big Ideas and necessary strategies to first plan, then guide and monitor instruction. By focusing on the Big Ideas, CRRE strategies, Thinking Maps and Access Strategies, teachers will expose their students with a balanced and rich math curriculum. Teachers will use our state adopted core program, EnVision Math, and other supplemental materials that are standards based and have been successfully used by the Districts Math Program (Marilyn Burns, Kathy Richardson, Everyday Mathematics, etc.).

In connection with a sound standards-based curriculum in mathematics, YES Academy will provide its teachers with ongoing professional development that will build on their individual content knowledge and will allow for grade level data analysis in order to identify student needs.

Since EnVision Math has an interactive component that is computer based, students at YES Academy will be able to utilize their strong knowledge of and practice with technology. The EnVision Math technology component can be used at school and at home. All teachers will enroll their students into the pearsonsuccessnet.com program and provide students with prescribed worksheets online to meet the individual needs of all of our learners (students with disabilities, English Language Learners, Standard English Learners, students of poverty and Gifted and Talented students).

Students will be given daily conceptual lessons that will allow teachers to know their students’ ability levels. Teachers will provide students with daily/weekly assessments from EnVision that are directly connected to the topics for the day/week. Teachers will also have a monthly assessment that is performance based. Standards Plus, a supplemental program, will be used as a preventative and an intervention tool daily. The District’s quarterly assessments will continue to be used to measure growth of grade level standards.

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.

Instructional Materials	Pedagogy/Instructional Strategies to Address the Learning Needs of All Students		Assessment and Intervention
EnVision Math (K-5)	<ul style="list-style-type: none"> ● Instructional Conversations ● Graphic Organizers ● Thinking Maps ● Academic Language Dev. ● Cooperative / Communal Learning Environment ● Use of SDAIE strategies 		<ul style="list-style-type: none"> ● 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)
Marilyn Burns materials (K-5)			

Kathy Richardson materials (K-2)	<ul style="list-style-type: none"> • Writing in math • Math word walls • Use of Realia 	<ul style="list-style-type: none"> • Mathematics Diagnostic Intervention System will be used for students who did not meet goals based on benchmark assessments.
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Social Studies/History

The YES Academy Social Science curriculum seeks to empower and enrich the student and the community as part of a standards-based, learning process. YES Academy will utilize a reciprocal model of Social Science learning where students enter the community and the community enters the classroom. YES Academy students will engage in a Social Science program that will enable every child to become an active, involved, and informed citizen about the world, society, and environment in which they live.

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.

Additional Supplemental Resources & Activities: realias and artifacts Technology including the “digital path” DVD and online lessons virtual visits to museums and places virtual meetings with important contemporary people in Social Science, history, and the community Literature including biographies and culturally relevant literature Integration of the family and community in Tier 1 Social Science instruction in authentic ways Authentic, standards-based community projects Field trips, role playing, debates, artifacts, community service.

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, and making meaning of their observation of the natural world. Teachers will also use strategic and deliberate direct instruction. Students will learn science content that builds from grade level to grade level and will develop science skills that also progress through grade levels K through 5.

In 2009, only 12% of our fifth grade students were proficient in science as measured by the CST. To increase the number, teachers 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 and will use data formative and summative assessments to revise and design intervention for student success.

The 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)

Universal Access Strategies Used in All Content Areas

- differentiating instruction by identifying and addressing various learning modalities.
- implementing the four access strategies: instructional conversations, cooperative learning, Graphic organizers and/or Thinking Maps
- developing academic language
- using culturally relevant and responsive strategies such as:
- employing SDAIE strategies for ELD students
- Using AEMP strategies for our African American and SEL students
- using journals, manipulatives, and hands-on experiments in order to build conceptual understanding.
- Using will use investigative science logs to build academic language to show evidence of student learning.

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

Education in the arts is critical to building students' self-esteem, school engagement, and self-discovery. Our visual and performing arts program will foster artistic expression that leads to deep involvement in thinking processes and discovery by students. These experiences will be integrated with the core programs during the school day and we will also offer classes as a part of the after school program. Students will have an opportunity to participate in one of these classes each trimester. Their work will be showcased in community performances at the end of each trimester. 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

Additional Materials and programs

Code Breakers – Currently grades K-1 are implementing this program. Code Breakers will be implemented in 2nd grade next school year. **Standards Plus** – Test ready material will be used to better prepare students for the CST. **Standards Plus** is a standards-based direct instruction resource designed to supplement CORE instruction. **Standards Plus** content and activities are used to strengthen students' skills in test taking strategies and in mastering the English Language Arts Standards. **Standards Plus** lessons will be used in all 2nd thru 5th grade classrooms as a Tier 1 supplement to the core English language arts curriculum. Specific Intervention Materials will also be used based on Data to target Tier 2-3 students.

Technology

Technology is integral. Students will use technology to read, write, research, and present learning to support visual and auditory learners. We will acquire the latest technology available for students' daily use—hardware and software (computers, video cameras, iPod, SMARTboards, document cameras, LCD projectors, poster maker/printer etc.) used as an integral element of regular, daily rigorous instruction. Most students do not have computers at home. We will, therefore, 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.

Addressing the Needs of All Students

Our educational plan focuses on the individual student. We will use surveys and assessments to create a profile of each student. Personal interests, talents, preferred learning style, leadership ability, talents in the visual and performing arts, as well academic performance will be a part of the profile. This process will help us to identify students performing at, below or significantly above grade Level. The following strategies will be used to insure that every student receives a rigorous instructional program: □ differentiated instructional strategies □ cooperative learning and peer tutoring □ SDAIE and sheltered English for ELs □ ELD classes for all English Learners who have not be identified as proficient □ AEMP strategies for SEL and ELD students □ experiential learning tapping all modalities (VAKT) □ the integration of the arts □ visual, auditory accommodations □ the use of specialized materials □ technology, □ intervention programs based on RTI2 □ after school, Saturday school and summer school programs for intervention and enrichment.

Our strategies and practices are intentionally designed to reduce the number of students who need special education services. At this time approximately 11% of our students receive these services. ***Our students with disabilities will be provided educational programs and services that promote student results as outlined in each student’s Individualized Education Program (IEP).*** We will provide designated instruction and services that include, but are not limited to □ Language and speech development and remediation □ Orientation and mobility instruction □ Adapted physical education □ Mainstreaming/Inclusion assistance □ Socialization skills training □ 1:1 assistance

Gifted/High Ability Screening in the Primary Grades

As described previously, we will implement a K-2 screening process as a means of identifying and 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.

Gifted & Talented Underachieving Students

YES will also implement a 2-5 screening program to identify students who ***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*** because of educational, cultural, linguistic, or socioeconomic factors. In addition to intervention services in the classroom, this program will provide selected students with other supplemental services such as participation in special projects and 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.

A Summary of key Instructional Strategies

The following pedagogy and Instructional strategies address the learning needs of all students:

- All instruction is designed to have students master the content standards in ELA, math, science, social studies, health, and the visual and performing arts. Where possible, the standards from various strands within a subject and between subjects will be integrated for effectiveness and efficiency.

- Assessment drives instruction—all decisions about content, methodology including pacing is based on data. Assessments are used for screening and closely monitoring all students' progress
- To close the achievement gap, assessment data will be used to implement RTI2 for all students needing intervention
- The thematic units in OCR will be used to integrate Science, social studies and the arts. Other themes developed within and across grade levels.
- Because students learn best from multi-modality experiences, we will provide significant opportunities for hands on exploration and investigation in science, model construction, and the use of media to prepare and present information on various topics chosen by the student. These types of experiences will also promote positive attitudes and interest in various disciplines including careers in science and mathematics.
- We will help students develop big ideas by providing Instruction that builds on the students' conceptual knowledge
- The curriculum will be presented using a variety of modalities that include the learning styles of all students and will specifically addresses the needs of Special Education, Gifted, and at-risk students or students requiring additional interventions and supports
- ELD and AEMP strategies will be used to provide a Culturally Relevant and Responsive Education while students receive full access to the content areas.
- Technology integration

Classroom Instruction and Intervention Serving All Students

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). Classroom 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 wide range of abilities may be represented in a classroom, the teachers must be knowledgeable about and employ differentiation strategies, adept at making modifications in their instruction based on evaluation of assessments.

Language Arts In-School Intervention

- K-5 in school intervention at Yes Academy provides targeted Tier 2 instruction for students who have received explicit, comprehensive, Tier 1 instruction with fidelity but are not showing progress toward grade level proficiency. Students who receive Tier 2 instruction are identified based on a combination of factors including but not limited to assessment data, teacher judgment, and student work samples. Students who are “Non-Decoders” (reading less than 25 words per minute) are chosen as a Tier 2 priority for in school small group intervention. We will implement “Pull Out programs” focusing on phonics and fluency for these “non-decoders”.
- Coaches, coordinators, and administrators will provide direct services and support to students in the regular classroom setting.

- In addition, students needing intensive intervention will be provided after school and Saturday school intervention in a small group setting (10-15 students).

Language Arts Targeted Differentiation

YES Academy students will have opportunities to receive targeted instruction in order to strengthen specific grammar, comprehension, and vocabulary skills. Students will receive regular daily Language Arts instruction in Weeks 1 through 3. In Week 4, students will receive 1 hour of targeted Language Arts skill instruction in a targeted skill class. Teachers will choose an area to teach based on weekly Common Formative Assessment data. Students will receive differentiated instruction by the teacher who will teach the skill.

Sample Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<i>Week 1</i>	Regular Teacher	Regular Teacher	Regular Teacher	Regular Teacher	Regular Teacher (Common Formative Assessment)
<i>Week 2</i>	Regular Teacher	Regular Teacher	Regular Teacher	Regular Teacher	Regular Teacher (Common Formative Assessment)
<i>Week 3</i>	Regular Teacher	Regular Teacher	Regular Teacher	Regular Teacher	Regular Teacher (Common Formative Assessment)
<i>Week 4</i>	*Targeted Differentiation				

*Students receive 1 hour of intensive instruction focused on a specific skill in word analysis, vocabulary, literary analysis, reading comprehension with a focus on informational and functional reading, or grammar. Each teacher on a grade level will provide intensive instruction based on student data results of Common Formative Assessment.

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 that all students can be 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:

- highly effective instruction of reading, language arts, and math skills
- 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 that will 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 which is implemented daily
- Positive behavior will be rewarded with monthly events
- 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
- Continue to implement 2nd Step; Too Good for Drugs; Lee Canter's; CHAMPS

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 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

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.

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

Please refer to the Accountability Matrix that provides the details of our school's quantifiable achievement goals, including CST scores, attendance levels, retention rates, number of behavioral incidents, progress on IEP goals for students with disabilities, and additional metrics for each of its first five years of operation.

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 will be used in all curricula areas (language arts, math, science, literature, and social studies) and curriculum-embedded portfolio assessments.

YES Academy has four grading periods, for which data is collected, reported, and analyzed by school staff and parents. Benchmark assessments and evaluation for Tier 1 take place at least every 4 to 6 weeks depending on the subject matter.

Assessment and Intervention

- Formative classroom assessments aligned to the state standards will be used in the classroom to diagnose areas of weakness, plan standards-base lessons, differentiate instruction, and group students according to their needs for intervention
- 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 in math, reading and language arts.

Assessment and Professional Development

We will also use our data to adjust instruction and ***set our 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 the effectiveness of instruction by looking at lesson design and the adequacy of instructional resources as they collaborate to make adjustments in their lessons designed to meet students' academic needs. Professional development most often will be done by school staff members.

Data from the Welligent and the Student Information Systems will be reviewed and used to address learning goals and record/report the progress of students with disabilities. 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.

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 school's goals and State standards. We will-use desegregated external test data to provide teachers with specific information on students' strengths and weaknesses. Teachers will be able to compare this 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 the Appendix for Chart of Evaluation Activities, Responsible Party, and Timeline.

5. Professional Development (PD) Program

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

YES Academy will prioritize PD in order to build upon teachers', coaches, and administrators' content knowledge and effective instructional practices with the ultimate goal of improving student achievement.

Professional development sessions will not be just a series of events. Rather, they will be parts of a coherent, focused program designed to elicit specific outcomes. Our professional development will focus on improving instruction in reading, language arts, math, and language development. PD activities will be on going and driven by student data. It will be job embedded. Teachers will be provided with time to evaluate student work, collaborate with colleagues as they design and modify lessons, and self-reflect about their practices. Teachers will be supported by administrators, coaches and their peers in using and implementing the content and strategies that are the focus of the professional development program. This will include demonstration teaching, co-teaching, coaching, and classroom observations of peers. YES Academy will provide teachers with a strong base of knowledge in the following areas:

- Implementation of the Responsive Classroom Curriculum – ***The First Six Weeks of School and Morning Meeting***
- Administering, interpreting, and creating screening and monitoring assessments and benchmarks.
- Reading and language arts, with special emphasis in using a variety of strategies that employ multiple modalities for core and intervention groups—supports implementation of RTI2.
- Math instruction that meets the needs of all students
- 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

All staff members at YES Academy will attend ongoing differentiated professional development led by staff and by outside experts. 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

Our staff development plan includes content knowledge, knowledge of instructional methodology and assessments, and knowledge about how students learn. We will support teacher's growth by using metacognitive coaching; lesson studies, common planning, data analysis, and by providing feedback based on regular classroom observations. The following are some topics that may be a part of our PD calendar:

- Assessment for instructional decision-making: sessions that prepare our teachers to administer early reading and math screening assessments and to use those data for differentiating instruction, planning professional development, and solving problems.
- **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.
- **Intervention strategies:** sessions which will help teachers provide additional targeted instruction to accelerate the learning of struggling readers.
- **Program specific:** sessions that enable teachers to implement all parts of the school's selected programs--core, supplemental, and intervention—effectively.
- Classroom Management and discipline and the implementation of components of Morning Meeting and the schoolwide discipline plan. **All staff—teaching and support staff will take part in aspects of this training.**
- On-going Research-based literacy and math instructional methods; “ How to Teach...”
- Using multiple measures to evaluate student learning
- Identification of Special needs and on how to address various behavioral needs
- On-going ELD Practicum Four Modules Training from LD3 staff
- Culturally Relevant and Responsive Education (CRRE)
- Inclusion and Mainstreaming strategies
- Inclusion and Mainstreaming Students –making accommodations and modifications.
- Conference and Learning Opportunities outside the instructional day
- E-Learning (Self-paced)
- Learning Zone

The **initial staff development will take place prior to the beginning of the school year.** It will include two to three weeks of training which will emphasize the **Responsive Classroom** components of **Morning Meeting** and the **First Six Weeks of School**. Teachers will also learn about assessments that will be used during the school year to guide instruction and how those assessments will be used to implement RTI2.

Ongoing PD will take place during banked time on Tuesdays where teachers will be engaged in instructional capacity-building activities for at least 1 ½ hours. The 1st Tuesday of each month will be devoted to whole staff learning activities. These sessions will be approximately **XXX hours**. **Common planning** on each grade level will also occur weekly. The students of released teachers will participate in PE classes. A physical education teacher assisted by teaching assistants will provide instruction during this time.

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.

Teacher Orientation

Teacher orientation will include: A tour of the school for new teachers and staff and an introduction of all support staff and their roles and responsibilities. The use of **Morning Meeting** protocols to start each PD

day □ A tour of a “model classroom” established at each grade level by the teachers □ Daily PD sessions on the standards & instructional methods –whole group and sometimes by grade level. Topics selected are outlined in our PD Goals and Objectives □ School operations. 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.

Evaluation of Professional Development

The effectiveness of PD will be evaluated in multiple ways. Written evaluations will be done at the end of every PD session and will be reviewed and analyzed by the local leadership council to guide PD decisions.

Professional development will also be evaluated through the **regular observation of teachers in the process of teaching and by looking at student data**. Observations will be formal and informal. **Regular informal observations** will assist the principal and staff in monitoring and providing additional support and resources.

Questions like the following will guide our evaluation of PD effectiveness:

- Are teachers well planned? Are students generally engaged, and responsive? Are the methods and procedures introduced in staff development used appropriately and consistently? To what extent is instruction standards-based? What are the variety of learning activities and strategies used in the classroom? To what extent are teachers implementing ELD instruction daily? How and to what extent are accommodations and modifications implemented? **How are students performing academically and socially as measured by various assessments?** To what degree have teachers created positive classroom environments? What are the incidences of referrals for discipline? How do teachers feel about the tone and culture of the school? How do students feel about the tone and culture of the school?

6. 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. To create and 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. **Key Elements of our Culture are described below.**

Our teachers and staff will demonstrate the qualities of **life-long learners**. They are eager and willing to **work collaboratively** and share their expertise with other teachers and staff members. The ideas, opinions, talents and contributions of **all stakeholders are respected and celebrated**. The members of the community are supportive of others efforts and treat each other with respect and courtesy. They communicate honestly, professionally, and courteously with parents about students’ academic and social growth. Discussions about children are mostly focused on what they can do and ways that they, teachers, can be more effective. Teachers are always looking for the good in students and often catch them being good. **Agreed on standards for behaviors are adopted and reinforced by all adults and parents**. Our teachers, administrators and **staff help each student to feel he or she is connected, capable and a contributing member of the class**. They **use mostly informative feedback** rather than

praise and criticism to facilitate growth in academic and social behaviors. All instruction is rigorous, standards-based and assessment driven rather than program driven. Teachers adapt their teaching to meet the needs of the class and of each child. They create serious classroom learning environments yet learning experiences are exciting, challenging, fun, and engaging. They are able to evaluate students work while keeping a continual view of the standards and each student's strengths, weakness, interests, and developmental level.

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 studies. ***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.

We will use surveys from teachers, administrative and support staff, parents, students and the community to evaluate our school culture. Teachers and all staff will be apprised of the results of the survey and will play an important role in a process of collaboration focused on improvement. Any changes in the program will be guided by our educational goals and our vision. Our values related to inclusiveness—everybody is important and cared about—will also be a guiding principle.

7. Serving Specialized Populations (SPED)

Ten percent of the total school population has been identified as children with special needs according to the school overview 2008-2009. 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 wide range of learning strengths and weaknesses. YES is committed to the appropriate identification of these needs and where feasible, the adaptation of the curriculum which will allow 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. ***By using early screenings and frequent progress monitoring, quality core instruction and early intensive interventions (RTI2), YES Academy will identify and refer students who demonstrate early signs of academic, behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.*** We are, however, confident that our focus on early, appropriate interventions will negate the need for a large number of placements.

The process starts with a documented referral to the Student Success Team (SST). The Student Success Team will consist of general education teachers, special education teachers, the Assistant Principal-Elementary Instructional Specialist (AP-EIS) and other support staff. The team reviews prior interventions, accommodations and modifications and may recommend further interventions as appropriate. Upon parents' request/agreement for assessment, YES Academy will be responsible for the development of assessment plans for students with suspected disabilities. Assessment plans 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 within mandated timelines and that includes required team members 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.

Special Day Classes

Although our goal is to fully include all our students with special needs in mainstream classrooms, 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. The LAUSD Special Education Policies and Procedures Manual states

“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, a student's IEP that states their educational needs cannot be fully met in a general education setting and therefore requires a more restricted environment will be placed in one of the following: (1) the Early Education (EE), (2) Upper and Lower Specific Learning Disability (SLD), (3) Resource Specialist Program (RSP), or (4) 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.

- 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

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

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, we 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.

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.

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

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 1 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); 2% 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**--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**--an after-school tutoring program called READY, SET, GO!
- **L.A. Chamber Orchestra**-- lesson plans for teachers to align with music performances.
- **Arts Cadre**-- a comprehensive, standards-based instructional program in dance, music and theater for every student.
- **Jeopardy**--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** uses strategies 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 parents' and caretakers' skills and knowledge which will allow them to support the academic achievement of their children. Parents will be encouraged to participate as volunteers in classrooms. Each classroom will have an elected parent representative who will play a key role in contacting parents to informing them of various activities such as; Back to School Night, Open House, and parent conferences. This parental will be in addition to information disseminated by the school.

YES Academy will arrange meeting times and workshops to meet the needs of all parents, i.e. morning, afternoon, and evening events and at a language that they can understand, as reasonable.

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. A school-parent compact will be reviewed and signed by parents. It is part of the opening packet at the beginning of the school year. ***The following are import components and activities of our Family and community engagement strategy.***

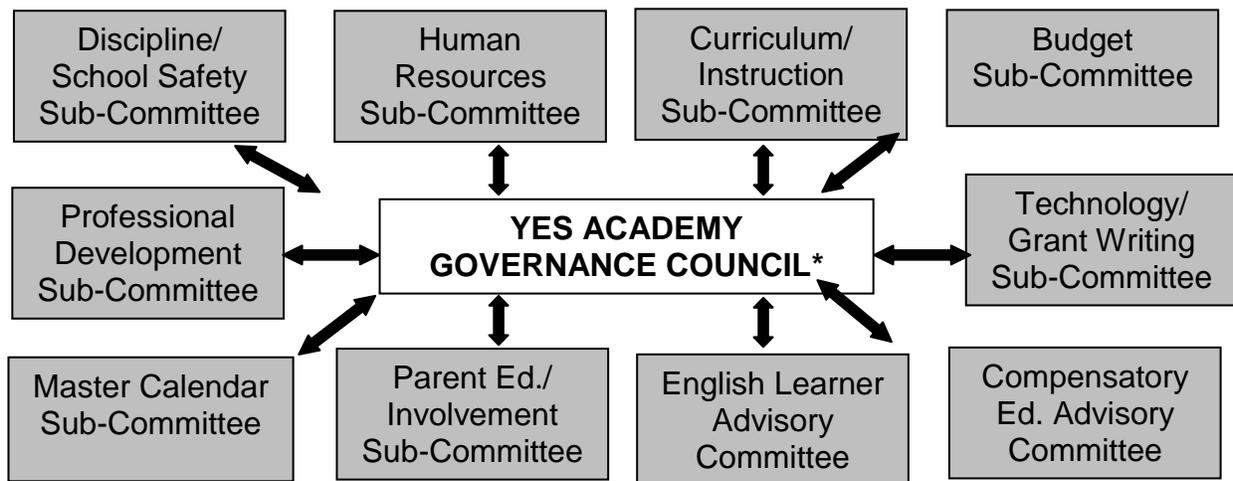
- CEAC and ELAC Advisory Committees
- Parent Expectations to Support Student Achievement
- Parent Literacy Workshops
- Family Literacy Workshops
- Math Literacy Workshops
- Parent Assessment Workshops
- Health/Nutrition Classes
- Home/school communication through Connect Ed, newsletters, flyers, and letters
- Back to School Night
- Open House
- School wide performances
- Parent/Teacher conferences
- Safety Valet Program
- Parent Volunteer Programs
- Healthy Start
- Code Breakers
- School Beautification Program with parents, teachers, and community
- Big Sunday Community Event
- Parent Classroom Volunteers
- Parent Representative for each classroom/Classroom Adoption
- Family Curricular All Day Events
- Career Day
- Extended School Library Hours to provide access to students and community.

YES Academy will maintain, enhance and support the school's use of the Parent Center. The Parent Center will be used for workshops, ESL, academic classes, GED classes, Math and Literacy Parent Workshops, and Family Service Workshops. Parents will be surveyed periodically to assess ongoing needs to insure that their needs are being met.

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. YES Academy will institute a model of distributive leadership within a system of structures that promote communication, planning, evaluation and accountability that continually draws on the experience of all stakeholders. 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. The school philosophy is tied to students and their needs as the driving force for all decisions and actions.

The following organizational chart outlines the Governance structure at YES Academy:



*The Governance Council will maintain parity with the School Site Council (SSC). Membership and responsibilities will comply with Article XXVII of the LAUSD Collective Bargaining Agreement and adhere to all state requirements.

1. **YES Academy Governance Council** – Council members will be composed of elected members of the School Site Council, the Principal, UTLA Chapter Chair and other members as outlined in the bylaws. The role of the governance council is one of oversight and setting and maintaining the mission and vision of YES Academy. Only the elected members will vote on the adoption of the Single Plan for Student Achievement (SPSA) and categorical budgets. All certificated staff at YES Academy will be expected to participate on two sub-committees. Sub-Committees are also open to classified staff and parents and community members.
2. **Instructional Leadership Team** – The role of the Instructional Leadership Team is to coordinate communication, and to plan and develop initiatives aimed at improving student learning. The team will be comprised of administrators, coaches, coordinators, teacher-leaders, counselors and other instructional support personnel who will ensure strong curriculum and instruction both through planning, support and implementation. The leadership team will collect and use data to inform and coordinate the operational and instructional decision-making at YES Academy.

3. **English Learner Advisory Committee (ELAC)** – The ELAC members will be elected each year and their responsibilities shall include advising the SSC and assisting the principal/staff in the implementation and evaluation of the Master Plan. ELAC will participate in the development of the school plan and bilingual budget. The committee will participate in planning the school parent-training program and assist in the development of the school needs assessment. ELAC members will participate in training sessions and workshops that will provide the necessary skills and practices to carry out their responsibilities. Committee members will also visit classrooms to observe new curriculum and strategies in action.
4. **Compensatory Education Advisory Committee (CEAC)** – The primary role of the CEAC is to support the school and work cooperatively to increase student achievement. Parents have the opportunity to participate in the design and implementation of the program through activities such as developing a parent policy, home-school compacts, parent training, and volunteer participation in school activities. Committee members shall receive training so that they can advise the SSC and principal on budget resources and the development of an effective educational program that raise the achievement of disadvantaged students. Additionally, the committee shall evaluate the school and its academic effectiveness while assessing the school’s educational needs and establishing priorities. Committee members will also visit classrooms to observe new curriculum and strategies in action.
5. **Grade-level Chairs** – Meetings with grade-level Chairs directly influence topics that are discussed in sub-committee as well as decisions that are made by the governance 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, teachers and instructional staff will conduct regular, focused classroom observations to provide constructive feedback to teachers. Teachers will participate in peer coaching, lesson study and sharing of best practices among colleagues.

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 – 2nd 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 staffed 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.

Staffing Teachers by Grade Level

	Pre-K	Kindergarten	1st Grade	2nd Grade	3 rd Grade	4th Grade	5th Grade
General ED	1	5	5	5	5	5	5
SPED	0	1 Kindergarten thru 2nd -			1	1	1

Academic – (Certificated)	Non-Academic – (Classified)
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.