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

Appendix

Young Empowered Scholars (YES) Academy

Proposal

2009-10 School Year

Appendix

Contents

100 Similar Schools
Hyde Park Blvd. School

100 Similar Schools

Listed alphabetically by county, school district, and school name.

CDS Code	County	School District	School	2008 Base API
01-61259-0108803	Alameda	Oakland Unified	Millsmont Academy	698
07-61796-6004667	Contra Costa	West Contra Costa Unified	Coronado Elementary	804
07-61796-6005011	Contra Costa	West Contra Costa Unified	Verde Elementary	676
10-73809-6005995	Fresno	Firebaugh-Las Deltas Joint Uni	Arthur E. Mills Intermediate	764
10-62166-6006126	Fresno	Fresno Unified	Calwa Elementary	655
10-62166-6006159	Fresno	Fresno Unified	Columbia Elementary	606
10-62166-6006316	Fresno	Fresno Unified	Jefferson Elementary	665
10-62166-6088546	Fresno	Fresno Unified	King Elementary	641
10-62166-6111231	Fresno	Fresno Unified	Susan B. Anthony Elementary	652
10-62166-6006555	Fresno	Fresno Unified	Webster Elementary	641
10-62265-6006787	Fresno	Kings Canyon Joint Unified	Jefferson Elementary	721
10-75127-6006985	Fresno	Mendota Unified	Washington Elementary	786
10-62364-6007033	Fresno	Parlier Unified	Brletic (Mathew J.) Elementary	673
13-63099-6008387	Imperial	Calexico Unified	Mains Elementary	697
13-63107-6103535	Imperial	Calipatria Unified	Fremont Primary	823
15-63313-0113027	Kern	Arvin Union Elementary	El Camino Real Elementary	707
15-63321-6008882	Kern	Bakersfield City	College Heights Elementary	664
15-63321-6008940	Kern	Bakersfield City	Fremont Elementary	687
15-63321-6008981	Kern	Bakersfield City	Horace Mann Elementary	665
15-63321-6009047	Kern	Bakersfield City	Leo G. Pauly Elementary	632
15-63321-6009062	Kern	Bakersfield City	Longfellow Elementary	623
15-63321-6109060	Kern	Bakersfield City	Stella I. Hills Elementary	604
15-63404-6009369	Kern	Delano Union Elementary	Del Vista Elementary	688
15-63560-6009674	Kern	Lamont Elementary	Alicante Avenue Elementary	712
15-73908-6009757	Kern	McFarland Unified	Browning Road Elementary	694
15-73908-6009765	Kern	McFarland Unified	Kern Avenue Elementary	691
16-63883-6010326	Kings	Central Union Elementary	Stratford Elementary	745
16-73932-6010565	Kings	Reef-Sunset Unified	Avenal Elementary	616
19-73437-6012249	Los Angeles	Compton Unified	Caldwell Street Elementary	618
19-73437-6023774	Los Angeles	Compton Unified	Lincoln Elementary	661
19-64733-6117667	Los Angeles	Los Angeles Unified	Camino Nuevo Charter Academy	779
19-64733-6016612	Los Angeles	Los Angeles Unified	Compton Avenue Elementary	710
19-64733-6017057	Los Angeles	Los Angeles Unified	Fifty-Ninth Street Elementary	679
19-64733-6017073	Los Angeles	Los Angeles Unified	Figueroa Street Elementary	700
19-64733-6017156	Los Angeles	Los Angeles Unified	Forty-Second Street Elementary	679
19-64733-6017586	Los Angeles	Los Angeles Unified	Hillcrest Drive Elementary	609
19-64733-6017677	Los Angeles	Los Angeles Unified	Hyde Park Blvd. Elementary	603
19-64733-6017776	Los Angeles	Los Angeles Unified	Langdon Avenue Elementary	642
19-64733-6017925	Los Angeles	Los Angeles Unified	Loma Vista Elementary	740
19-64733-6066278	Los Angeles	Los Angeles Unified	Loren Miller Elementary	713
19-64733-6018030	Los Angeles	Los Angeles Unified	Manhattan Place Elementary	674
19-64733-6018139	Los Angeles	Los Angeles Unified	Menlo Avenue Elementary	642
19-64733-0109322	Los Angeles	Los Angeles Unified	Pacific Boulevard	745
19-64733-6107064	Los Angeles	Los Angeles Unified	Pio Pico Elementary	685
19-64733-6019244	Los Angeles	Los Angeles Unified	Sixty-Eighth Street Elementary	705
19-64733-6114912	Los Angeles	Los Angeles Unified	Watts Learning Center	825
19-64733-6020028	Los Angeles	Los Angeles Unified	Woodcrest Elementary	576
19-64873-6114615	Los Angeles	Paramount Unified	Frank J. Zamboni	726
19-64881-6021711	Los Angeles	Pasadena Unified	Roosevelt Elementary	757
24-75317-6007017	Merced	Dos Palos Oro Loma Joint Unifi	Oro Loma Elementary	760
24-65680-6025456	Merced	El Nido Elementary	El Nido Elementary	782
27-75473-6066955	Monterey	Gonzales Unified	La Gloria Elementary	699

27-66092-6058721	Monterey	Monterey Peninsula Unified	Martin Luther King	647
27-66142-6026561	Monterey	Salinas City Elementary	Los Padres Elementary	664
30-66670-6110175	Orange	Santa Ana Unified	George Washington Carver Elementary	752
33-73676-6032833	Riverside	Coachella Valley Unified	John Kelley Elementary	703
33-73676-6114789	Riverside	Coachella Valley Unified	Saul Martinez Elementary	649
33-67058-6031983	Riverside	Desert Sands Unified	Martin Van Buren Elementary	797
36-67587-6035174	San Bernardino	Adelanto Elementary	Adelanto Elementary	723
36-67876-6037030	San Bernardino	San Bernardino City Unified	Howard Inghram Elementary	582
36-67876-6036917	San Bernardino	San Bernardino City Unified	Hunt Elementary	623
36-67876-6037162	San Bernardino	San Bernardino City Unified	Warm Springs Elementary	649
37-68155-6117303	San Diego	Jamul-Dulzura Union Elementary	Greater San Diego Academy	695
37-68338-6039150	San Diego	San Diego Unified	Baker Elementary	714
37-68338-6039507	San Diego	San Diego Unified	Emerson/Bandini Elementary	656
37-68338-6039838	San Diego	San Diego Unified	Knox Elementary	728
37-68338-6039952	San Diego	San Diego Unified	Marshall Elementary	627
37-68338-6120943	San Diego	San Diego Unified	Promise Charter	791
37-68338-0114033	San Diego	San Diego Unified	Rodriguez Elementary	644
37-73791-6039085	San Diego	San Marcos Unified	San Marcos Elementary	767
38-68478-6093496	San Francisco	San Francisco Unified	George Washington Carver Elementary	678
39-68585-6042204	San Joaquin	Lodi Unified	Clyde W. Needham Elementary	644
39-68585-6042170	San Joaquin	Lodi Unified	Live Oak Elementary	709
39-68619-6042428	San Joaquin	New Hope Elementary	New Hope Elementary	741
39-68676-6042592	San Joaquin	Stockton Unified	Grant Elementary	688
39-68676-6042725	San Joaquin	Stockton Unified	Nightingale Elementary	620
39-68676-6042758	San Joaquin	Stockton Unified	Roosevelt Elementary	593
39-68676-6042790	San Joaquin	Stockton Unified	Van Buren Elementary	662
41-68999-6044317	San Mateo	Ravenswood City Elementary	Edison-Brentwood Elementary	695
41-68999-6044358	San Mateo	Ravenswood City Elementary	James Flood Magnet Elementary	674
41-69005-6044473	San Mateo	Redwood City Elementary	Garfield Elementary Charter	691
41-69005-6044507	San Mateo	Redwood City Elementary	Hoover Elementary	714
43-69666-6048748	Santa Clara	San Jose Unified	Washington Elementary	719
44-69799-6049829	Santa Cruz	Pajaro Valley Unified	Alianza Charter	619
44-69799-6049639	Santa Cruz	Pajaro Valley Unified	Amesti Elementary	699
44-69799-6049704	Santa Cruz	Pajaro Valley Unified	H. A. Hyde Elementary	669
44-69799-6049712	Santa Cruz	Pajaro Valley Unified	Hall District Elementary	646
44-69799-0102665	Santa Cruz	Pajaro Valley Unified	Radcliff Elementary	639
50-71043-6052435	Stanislaus	Ceres Unified	Caswell Elementary	677
50-71167-6052633	Stanislaus	Modesto City Elementary	Bret Harte Elementary	671
50-71167-6052690	Stanislaus	Modesto City Elementary	Franklin Elementary	693
50-71167-6052799	Stanislaus	Modesto City Elementary	Robertson Road Elementary	642
50-71167-6052849	Stanislaus	Modesto City Elementary	Tuolumne Elementary	711
54-71811-6053854	Tulare	Alta Vista Elementary	Alta Vista Elementary	665
54-72041-6054209	Tulare	Pixley Union Elementary	Pixley Elementary	669
54-75523-6054241	Tulare	Porterville Unified	John J. Doyle Elementary	687
54-72082-6114672	Tulare	Richgrove Elementary	Richgrove Elementary	653
54-72157-0114595	Tulare	Strathmore Union Elementary	Strathmore Elementary	732
54-72199-6054415	Tulare	Terra Bella Union Elementary	Terra Bella Elementary	687
54-72298-6054779	Tulare	Woodville Union Elementary	Woodville Elementary	728
56-72561-6055529	Ventura	Rio Elementary	Rio Real Elementary	636

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/

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

This will be a collection of observations, interviews, work samples, and teacher responses over the course of the year. The work 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.

- 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

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

Screening or Pre-assessments are 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.

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. These are often referred to as curriculum based measures (CBM) Test questions that reflect the teacher's curriculum, including a mix of constructed responses 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.

District Periodic Assessments

Periodic assessments or monitoring assessments are important for determining each student's level of mastery of knowledge and skills identified in the standards. YES Academy will continue to use district periodic assessments in Math and Science. We would, however, like to identify benchmark assessments for ELA that are more closely aligned to all ELA standards, especially those which are blueprint standards.

Primary Learning Records (PLRs)

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.

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

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.

State Mandated Test

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

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 use Data Director to track individual student's exposure to each teacher event and objective as well as track each student's mastery of each objective.

ELA Student Assessment Plan

Span	Progress Monitoring	Formative	Summative	Frequency	Purpose
K-5		Common Formative Assessments (End of Week OCR Assessments)		Once Per Week	Targeted to monitor student progress from the weekly CORE Language Arts Instruction.
K-5	DIBELS (Dynamic Indicators of Basic Literacy	DIBELS (Dynamic Indicators of Basic Literacy)		Once Per Month – Modifications in frequency may occur as needed	Monitor student progress in phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary and comprehension. Use data to drive targeted Tier 1-3 Intervention.
2-5	TBD	• Renaissance Learning, • Edusoft, Riverside Publishing		Three times to four times yearly.	Monitor students; progress toward mastery of blueprints *tested standards)
2-5	Standards Plus		**CST**		Supplement CORE Instruction to monitor student progress toward
K-5		SOAR	SOAR	Every Six Weeks	Monitor Progress related to CORE thematic unit

MATHEMATICS STUDENT ASSESSMENT PLAN

SPAN	Formative	Summative	Frequency	Purpose
Grades K-2	Periodic Assessment		Quarterly	To determine student needs and how they are progressing towards grade level standards.
	Daily Spiral Review		Daily	To review key foundational math skills.
	Quick Check		As needed	Daily assessment of understanding; opportunity to write; rubric for evaluation.
	Basic Facts Timed Tests		After Topic 1	To assess basic facts.
		Topic Tests	After each Topic	To determine student needs and how they are progressing towards grade level standards.
		Free Response Test	After each Topic	To determine student needs and how they are progressing towards grade level standards.
		Performance Assessment	After Each Topic	To determine student needs and how they are progressing towards grade level standards.
		Benchmark Test	After Each Topic	To determine student needs and how they are progressing towards grade level standards.
		Mid Year Test End of Year Test	After Topic 10 (8 for Kindergarten) After Topic 20 (16 for Kindergarten)	

SPAN	Formative	Summative	Frequency	Purpose
Grades 3-5	Periodic Assessment		Quarterly	To determine student needs and how they are progressing towards grade level standards.
	Daily Spiral Review		Daily	To review key foundational math skills.
	Quick Check		As needed	Daily assessment of understanding; opportunity to write; rubric for evaluation.
	Basic Facts Timed Tests		After Topic 1	To assess basic facts.
		Topic Tests	After each Topic	To determine student needs and how they are progressing towards grade level standards.
		Free Response Test	After each Topic	To determine student needs and how they are progressing towards grade level standards.
		Performance Assessment	After Each Topic	To determine student needs and how they are progressing towards grade level standards.
		Benchmark Test	After Each Topic	To determine student needs and how they are progressing towards grade level standards.
		Mid Year Test End of Year Test	After Topic 10 (8 for Kindergarten) After Topic 20 (16 for Kindergarten)	To determine student needs and how they are progressing towards grade level standards.

Proposed Daily Schedule for Mathematics

	Time	Step of Lesson	
Step 1	5 minutes	Daily Spiral Review	
Step 2 Step 3	10-15 minutes 20-30 minutes	**Develop the Concept** Interactive ▪ Engage ▪ Pose the Problem ▪ Extend Visual ▪ Visual Learning ▪ Guided Practice ▪ Independent Practice ▪ Problem Solving	
Step 4	10-20 minutes	Close/Assess and Differentiate ▪ Intervention ▪ On-Level ▪ Advanced Homework/Follow-up	
	15 minutes	Standards Plus Mathematics – RtI (in class)	

Targeted Differentiation

Grade 4

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
	Students with Regular Classroom Teacher				
Week 2					
	Students with Regular Classroom Teacher				
Week 3					
	Students with Regular Classroom Teacher				
Week 4					
	Differentiation Classes				

Grades 4 and 5 Weeks 1-3 8:15 am to 9:30 am
Week 4 8:15 am to 9:30 am

Grade 4 and 5 Weeks 1-3 Teachers are to teach their regular math curriculum. Students will be tested on the week's skills every Friday. On the Friday of Week 3, Teachers will meet to make up the Week 4 Differentiated Classes. Students will then spend Week 4 in a targeted skill class.

Week 4 Differentiate Classes will begin on the Monday with daily instruction looking the same each day. Routines will be in place to ensure student success. Differentiation will be from the intensive level to the advanced level.

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/
1:40 – 2:15	Art/Music/Health/P.E.
2:15 – 2:20	Homework/Dismissal

Notes:

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

Professional Development Calendar

Type of PD	Key Topics & Strategies	Timeline	Facilitated By	Learning Outcome
Classroom management and discipline	• Morning Meeting Protocols • First six Weeks of School	Year 1 * Initial – 2 week – 6 hours ** Monthly-at grade levels	Coaches Coordinators Administration	• Positive social/emo adjustment of stude • Common discipline expectations for be consequences. • Students learn prot conversations. • Increase in time on rather than disciplin
Literacy	• Initial assessment training for screening & progress monitoring * • Implementing RTI • Program-specific training	Year 1 * Initial – 2 week ** Weekly ** Monthly	Teachers trained in Open Court Lead teachers	Improved student achievement in fo performance base assessments
Mathematics		Ongoing	Teachers trained in envision Math strand Lead teachers	Improved student achievement in fo performance base assessments
MELD		Ongoing	GSAT Teacher-Facilitators Language Acquisition Coordinator	Application of res based approache strategies that bui learning styles an of SELs to facilita development of lis speaking, reading writing.
ELD	• Into English! • ELD Practicum • ELD Practicum Support Modules • ELD Portfolios • Thinking Maps® Follow-Up Training • ELD Lesson Study • Peer Coaching	Year 1 * Initial – 2 week ** Weekly ** Monthly	Language Acquisition Coordinator	Application of ELD Instructional strate ensure that ELs re proficiency as soo possible.
Science/Social Studies		Ongoing	Science Lead Teacher	Evidence of subje content instruction Improved student performance on s formal and perfor based assessmen
Working with students with special needs		Ongoing	Special education teachers	Mainstreaming of with special needs Improved achieve students with spe

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:

Day	Key Topics & Strategies	Type of PD	Learning Activities	Facilitated By
2nd Tuesday		Grade-level Student Achievement Team (GSAT) specific	Group focused on literacy and math instruction Analysis of student work Planning lessons and strategies to address student needs based on research and data Peer coaching Reflective Dialogue	GSAT Leader
3rd 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
4th Tuesday		Grade Level Collaboratives (GLCs)	Professional Learning Community – culturally relevant literacy circles Application of culturally relevant pedagogy using GLC Instructional Units Reflective Dialogue	Grade-level Chair and GSAT Teacher-Facilitator

IPDP Activities	Outcomes
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