2012-13 School Quality Snapshot
Wisdom Academy for Young Scientists
Los Angeles County Office of Education
706 East Manchester Ave., Los Angeles, CA 90001

Grades Offered: K-5
Enrollment: 522
Charter: Yes
Title I Funded: Yes
CDS Code: 19-10199-0112730

CST English-language Arts Results (percent proficient and above)

California's Academic Performance Index (API)

2013 Growth API 768
Growth from Prior to Current Year 53
Met Schoolwide Growth Target Yes
All Student Groups Met Target Yes
2012 Base API State Rank 1
2012 Base API Similar Schools Rank 1

API Subgroup Performance - 2013 API Growth

<table>
<thead>
<tr>
<th></th>
<th>Met Target</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Yes</td>
<td>71</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>Yes</td>
<td>51</td>
</tr>
</tbody>
</table>

Students with Disabilities --

CHART LEGEND:

SCHOOL  DISTRICT  STATE

2012-13 Enrollment by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American or Black</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td></td>
</tr>
</tbody>
</table>

2012-13 Subgroup Enrollment

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>21%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>98%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>4%</td>
</tr>
</tbody>
</table>

Average Class Size

California Department of Education
Report (v2.a) Generated: February 26, 2014

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/
Wisdom Academy for Young Scientists
Los Angeles County Office of Education
706 East Manchester Ave., Los Angeles, CA 90001

CST History/Social Science Results (percent proficient and above)

Percentage of 2011-12 Graduates Meeting University of California "a-g" Requirements

2011-12 Average SAT Score

Percentage of English Learners Making Progress in Learning English

Cohort Graduation Rate*

CAHSEE English-Language Arts Grade 10 Passing Rate

Percentage of Students in the Healthy Fitness Zone in 2011-12

2011-12 Suspensions and Expulsions as a Percentage of Enrolled Students

CAHSEE Mathematics Grade 10 Passing Rate

* Only three years of data are available

CAHSEE: CA High School Exit Examination
CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

Tom Torlakson
State Superintendent of Public Instruction

California Department of Education
Report (v2.a) Generated: February 26, 2014

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/
Wisdom Academy for Young Scientists
Achievement Plan
2013-2014

Methods or system the Charter School uses to examine student achievement data on a regular basis across grade levels, by subject matter, by significant subgroups, and across the Charter School as a whole.

Wisdom Academy staff will meet bi-weekly to analyze achievement results and will discuss the implications for improving teacher practice. Wisdom Academy staff will take the following steps to examine student achievement data. They will evaluate unit assessments results. They will compare the results of subtest scores within unit assessments. In addition, teachers will administer trimester Benchmarks in math and reading. Wisdom Academy staff will also evaluate the progress of significant subgroups. The staff will identify the names of students that are performing at each proficiency level and establish plans for re-teaching unmet learning outcomes. Using the results of the released test scores, grade levels created assessments to identify student strengths as well as to determine areas needing improvement.

The staff will also work collaboratively with grade level team members to analyze unit assessment results, identify the objectives that low performing students struggle with most, reflect on the instructional strategies they will use to teach unmet learning objectives, and develop a plan for re-teaching the learning outcomes that are not met by all students. Teachers will also identify classroom results in which students are significantly outperforming their peers and will identify the instructional methods that were instrumental in achieving results in exemplary classrooms.

Analysis of the STAR and AYP results that identifies the specific problem in the area(s) not meeting targets and/or criteria.

The Academic Performance Index (API) score for the 2012-2013 school year was 768. The number of students that were included in the 2012-2013 API score was 278. The 2012-2013 test results of Wisdom Academy school-wide (except for Science which pertains to 5th grade only) are summarized on the following page. The reports indicate that the Wisdom Academy met growth targets school and for two of its two numerically significant subgroups: Hispanic or Latino (+71) and Socioeconomically Disadvantaged (+53). The following table also reveals Wisdom Academy did not make Annual Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act. Wisdom Academy did not meet proficiency rate criteria for English Language Arts and Mathematics school-wide and for Black or African American student group in English Language Arts and Black or African American and English Learners student groups in mathematics.
The following graphs illustrate the proficiency by subject and grade level.
In Spring 2013, 79% of 2nd grade students met proficiency in English Language Arts; In Spring 2012, 43% of 2nd grade students met proficiency in English Language Arts resulting in a 36% increase from last year. The chart above identifies the average scores in each of the Language Arts strands. The weakest areas were in Literacy Analysis and Writing Strategies.
In Spring 2013, 20% of 3rd grade students met proficiency in English Language Arts; In Spring 2012, 19% of 3rd grade students met proficiency in English Language Arts resulting in a 1% increase from last year. The chart below identifies the average scores in each of the Language Arts strands. The weakest areas were in Writing Conventions and Writing Strategies.
In Spring 2013, 30% of 4th grade students met proficiency in English Language Arts; in Spring 2012, 54% of 4th grade students met proficiency in English Language Arts resulting in a -24% decrease from last year. The chart below identifies the average scores in each of the Language Arts strands. The weakest areas were in Writing Strategies and Reading Comprehension.
5th Grade English Language Arts Proficiency

- Advanced: 5%
- Proficient: 36%
- Basic: 34%
- Below Basic: 17%
- Far Below Basic: 8%

Legend:
- Advanced
- Proficient
- Basic
- Below Basic
- Far Below Basic
In Spring 2013, 74% of 2nd grade students met proficiency in Mathematics; in Spring 2012, 45% of 2nd grade students met proficiency in Mathematics resulting in a 29% increase from last year. The chart below identifies the average scores in each of the Language Arts strands. The weakest area was Algebra & Functions.
In Spring 2013, 59% of 3rd grade students met proficiency in English Language Arts; in Spring 2012, 36% of 3rd grade students met proficiency in English Language Arts resulting in a 23% increase from last year. The chart below identifies the average scores in each of the Language Arts strands. The weakest area was Algebra & Functions.
In Spring 2013, 42% of 4th grade students met proficiency in English Language Arts; in Spring 2012, 60% of 4th grade students met proficiency in English Language Arts resulting in a -18% decrease from last year. The chart below identifies the average scores in each of the Language Arts categories.
In Spring 2013, 63% of 5th grade students met proficiency in English Language Arts; In Spring 2012, 44% of 5th grade students met proficiency in English Language Arts resulting in a 19% increase from last year. The chart below identifies the average scores in each of the Language Arts strands.

In order to meet the measurable outcomes as established in the Element B of the Charter, Wisdom Academy will establish an API goal of 800 for the 2013-2014 school year. Grade levels have identified classroom and grade level targets that will be met in order to achieve the school-wide API goal for the 2013-2014 school year.

Specific actions, which follow from the examination of student data, which the Charter School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.
The following chart illustrates the intervention that will be performed for student groups that did not meet AYP.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Student Group</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Black or African American</td>
<td>New Curriculum Reading Comprehension Specialist Grade Level Biweekly Disaggregating of Data Professional Development</td>
</tr>
<tr>
<td></td>
<td>English Learners</td>
<td>New Curriculum Grade Level Biweekly Disaggregating of Data EL Coordinator – Push-in/Pullout program New Technology (Math Applications on the iPad) Professional Development Outside Tutors through LA Works and Crossroads School for the Arts and Sciences</td>
</tr>
</tbody>
</table>

Classroom teachers will work together as a Professional Learning Community (PLC). Teachers will work in grade level teams and participate in shared decision-making and collaboration, and will be provided with professional learning opportunities via on-going professional development on formative data analysis and targeted interventions.

Wisdom Academy will invest in 21st century technology with the goal of increasing student engagement and improving the quality of instruction in Wisdom Academy classrooms. Wisdom Academy will adopt technology-based resources that will challenge students at all grade levels to develop higher levels of proficiency in English Language Arts and Mathematics (such as Wonders, Accelerated Reader and Illuminate).

Wisdom Academy teachers will teach English Language Arts with a special emphasis on teaching advanced grammar proficiency in every classroom. Wisdom Academy will also emphasize academic vocabulary and place an emphasis on writing across the curriculum. Teachers will work collaboratively to design rubrics that include the essential components to be prepared for college. Teachers will work collaboratively to set the standards for grade-level grammar expectations.
Wisdom Academy will participate in Mock Trial Competitions and a school-wide Spelling Bee. Wisdom Academy believes that enrichment activities such as these engage parents and students and place an emphasis on learning and achievement.

Wisdom Academy teachers will also improve the quality of instruction by improving the design of their lessons. This will influence not only the weak points as identified in the STAR and AYP data but will influence all subject matter. Wisdom Academy will establish uniform syllabi and will set standards and expectations for instruction. The Administrative team will set expectations and norms for the length of unit plans. Wisdom Academy teachers will design lessons using the backwards-planning model. Teachers will begin with the end in mind. Teachers will select the standards to be taught and will create end of the unit tests prior to beginning instruction. Teachers will also design subtests or daily assessments that align with the end of the unit test. Teachers will create daily objectives that align to the daily subtests. Finally, teachers will evaluate how daily objectives connect to Bloom’s Taxonomy and will select teaching strategies, activities, instructional methods, and the best approaches for teaching the standards, unit, lessons, and daily objectives.

Wisdom Academy has adopted a new textbook for both Mathematics and English Language Arts for the 2013-2014 school year. The program for Mathematics is called My Math published by McGraw-Hill. It is an innovative approach to elementary math. Every student interacts with his or her text in various ways throughout the learning process. The curriculum is written specifically for the Common Core State Standards, McGraw-Hill My Math offers personalized vocabulary, student-created examples, online games, and downloadable apps that help students move from learning abstract concepts to direct application. The Language arts curriculum called Wonders is also designed expressly to match the Common Core State Standards. The program combines research-based instruction with new tools to meet today’s challenges. The comprehensive program provides unmatched support for:

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing to sources

We are convinced that this new program will move our students from Basic to Proficient, and proficient to advanced on the State Standards assessments as well as the new smarter balanced assessments.

The Administrative staff has developed a school-wide technology plan to achieve Wisdom Academy’s goals of becoming a 21st century school. Wisdom Academy will also consult with Fauna Science Program to support the school with reaching its performance targets. Fauna will support Wisdom Academy by modeling lessons in classrooms, designing instructional materials, and providing a rich and hands on science experience. 30 iPads have been purchased and there is
a technology committee led by our science consultant to determine which programs and applications are the most beneficial for our students.

Wisdom Academy has hired both a full time English Language Coordinator and a literacy consultant. Both work closely with teachers in the classroom and as professional development instructors to ensure that all students are receiving rigorous instruction and differentiated learning when needed. These two specialists also develop additional assessments to identify students who need additional support.

In addition to the staff reviewing and improving instruction based on school data, our School Site Council and DELAC (District English Language Advisory Committee) also review and analyze school wide and sub group data and share their review with the whole staff. Parent participation is key at Wisdom Academy. Parents not only participate in committees such as DELAC and SSC. They keep in constant communication with teachers and administrators through weekly email newsletters, parent conferences, Monthly coffee with the principal, Back to School night, literacy nights and many other school wide events.

**Professional development plan for teachers and/or other staff that supports the activities the Charter School will implement to improve performance in targeted areas.**

Wisdom Academy will provide professional development on *Backwards Planning* and *Assessment and Instructional Alignment*. Teachers will work collaboratively to co-design lessons. Teachers will meet in grade level teams to select common core standards, analyze the level of Bloom’s Taxonomy that is identified by key standard verbs, create unit assessments, create a series of subtests that align with unit assessments, and develop daily objectives and learning outcomes that align with daily subtests. Teachers will also establish SMART goals for each subtest and the end of unit test.

Wisdom Academy will provide ongoing professional development on teaching English across the curriculum and advanced grammar. Teachers will receive information, training, and job aides to support them with teaching grammar in the classroom. The administrative team will facilitate opportunities for teachers to design grammar lessons. The focus of Professional Development this year, will be reading comprehension for English Language Arts and Number Sense for Mathematics in an effort to meet needs of African American and EL student groups not meeting proficiency targets in ELA and Math.

Wisdom Academy staff will also receive education and training on how to implement instructional technology to support student proficiency in English Language Arts and Mathematics. Teachers will receive training on new instructional software and hardware that will be used in all classrooms. Teachers will receive training on how to use PowerSchool, web quests, online assessment tools, and other instructional technology tools that will improve the
quality of instruction. Three teachers will receive training from Los Angeles County Office of Education on November 8, 2013 for a 21st century technology workshop.

**Diagnostic assessments that will be used to enable the Charter School to monitor the effects of the proposed changes on student performance.**

Teachers administer weekly tests in their own classrooms as well as administer trimester Benchmarks to track student learning and inform instruction. We have implemented data link, a robust tool, for analyzing student achievement.

Weekly tests are teacher-created and cover the material taught during the week. At Wisdom, we use a backwards-mapping model, whereby teachers align instruction with learning objectives and assessments. Teachers create assessments and lesson plans simultaneously, to ensure that their lessons build constructively to meet the assessable learning outcomes. These weekly tests are planned ahead and written into trimester syllabi to ensure proper pacing of curriculum. Teachers also grade tests weekly and share results with students and parents.

In addition, students at Wisdom take Benchmark assessments at the end of every trimester in English language arts and math. These Benchmark assessments are uniform within each grade level and are designed to assess mastery of learning in accordance with curriculum taught. Benchmark assessments are also planned ahead and written into trimester syllabi.

Furthermore, our school has a focus on project-based learning, particularly in science. Students complete projects throughout the year to investigate concepts and demonstrate mastery of learning. Projects are graded according to rubrics. In the 2012-2013 school year, the School Site Council led an initiative to bring more project-based learning projects into each grade level and that initiative continues on into the current school year.