



LOS ANGELES UNIFIED SCHOOL DISTRICT

**Eagle Rock Junior/Senior High School**

1750 Yosemite Drive, Los Angeles, California 90041-2899  
TELEPHONE: (323) 340-3500



Austin Buetner  
Superintendent of Schools

Roberto A. Martinez  
Instructional Superintendent

Mylene P. Keipp  
Principal

Greetings Eagle Rock families,

March 13, 2020

Per Superintendent Beutner, "Effective Monday, March 16, we will close all Los Angeles Unified public schools for two weeks while we evaluate the appropriate path forward. While our school facilities will be closed, plans are in place for students to continue to learn during this time, and we will open 40 family resource centers to provide care for children if families need it...Each student will have a plan which they will take home with them today and additional support will be provided to assist students as they transition to a different way of learning and teachers to a different way of teaching. For some students it will be continuing the lesson plan and instruction they have already been working on with their classroom teacher. For others it will be engaging with the curriculum and lessons which we and PBS SoCal will be providing. And for some, it will be a combination of the two." (<https://achieve.lausd.net/latestnews>)

For instructional continuity, teachers who are able to provide Schoology-based support can be available during the following schedule:

GREEN/ GRAY DAY			
			Minutes
<b>Period 1/5</b>	8:30	9:30	60
<b>Passing</b>	9:30	9:35	5
<b>Period 2/6</b>	9:35	10:35	60
<b>LUNCH</b>	10:35	11:05	30
<b>Passing</b>	11:05	11:10	5
<b>Period 3/7</b>	11:10	12:10	60
<b>Passing</b>	12:10	12:15	5
<b>Period 4/8</b>	12:15	1:15	60

Monday, March 16 is a green day, Tuesday is a gray day, etc. We will alternate days, per usual on the calendar on our website, [erhs.la](http://erhs.la). Teachers have started brainstorming and planning lessons this week; Class assignments will be on Schoology. On the following pages are suggested schoolwide lessons for student learning and reflection during the next two weeks. This letter will also be emailed via BlackboardConnect and on our school website. E-mail me at [mylene.keipp@lausd.net](mailto:mylene.keipp@lausd.net) should you need clarification.

Sincerely,

Mylene Keipp  
Principal

To support 7<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> graders for Smarter Balanced Assessments in math and English, please go to

<http://www.smarterbalanced.org/parents/>.

ALL 7<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> graders should take at least one practice test for English and Math for Smarter Balanced Assessments that should place in May. The practice tests are here:

<http://www.caaspp.org/practice-and-training/index.html>

### ERJSHS 2019 SBAC results per Claims Achievement Level

#### ENGLISH/LANGUAGE ARTS:

Overall met & exceeded: 7 <sup>th</sup> grade= 67 %	8 <sup>th</sup> grade= 55%	11 <sup>th</sup> grade= 51%	OVERALL=58%
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**Reading:** "How well do students understand stories and information that they read?"

7<sup>th</sup> grade= 28% above standard      8<sup>th</sup> grade= 28% above standard      11<sup>th</sup> grade= 23% above standard

**Writing:** "How well do students communicate in writing?"

7<sup>th</sup> grade= 47% above standard      8<sup>th</sup> grade= 35% above standard      11<sup>th</sup> grade= 34% above standard

**Listening:** "How well do students understand spoken information?"

7<sup>th</sup> grade= 14% above standard      8<sup>th</sup> grade= 19% above standard      11<sup>th</sup> grade= 23% above standard

**Researching:** "How well can students find & present information about a topic?"

7<sup>th</sup> grade= 41% above standard      8<sup>th</sup> grade= 29% above standard      11<sup>th</sup> grade= 25% above standard

#### MATHEMATICS:

Overall met & exceeded: 7 <sup>th</sup> grade= 46 %	8 <sup>th</sup> grade= 41%	11 <sup>th</sup> grade= 30%	OVERALL=39%
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**Concepts & Procedures:** "How well do students explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency"

7<sup>th</sup> grade= 27% above standard      8<sup>th</sup> grade= 26% above standard      11<sup>th</sup> grade= 18% above standard

**Problem Solving:** "How well do students solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies?"

**Modeling and Data Analysis:** "How well do students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems?"

7<sup>th</sup> grade= 23% above standard      8<sup>th</sup> grade= 27% above standard      11<sup>th</sup> grade= 13% above standard

**Communicating Reasoning:** "How well do students clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others?"

7<sup>th</sup> grade= 20% above standard      8<sup>th</sup> grade= 24% above standard      11<sup>th</sup> grade= 12% above standard



## **Inquiry Question: How might we support health, education, and community during and after COVID19?**

**By March 27, submit all four phases of the Design Cycle, including a product.**

### **Phase 1-INVESTIGATION**

What are some of the reasons to support others during and after the public health crisis created by the coronavirus?

What have been some positive and negative outcomes to a community after a public health crisis?

What have you been learning we about COVID19?

What might be some other questions?

### **Phase 2-PLANNING**

What ideas do you have to answer the inquiry question?

What ideas might a Teacher, Parent, Students, Administrator, or LAUSD Board Member have to answer the inquiry question?

What are other schools and districts doing?

### **3-CREATING**

Given your responses from Phase 1 & 2, how might you prioritize what you would like to do?

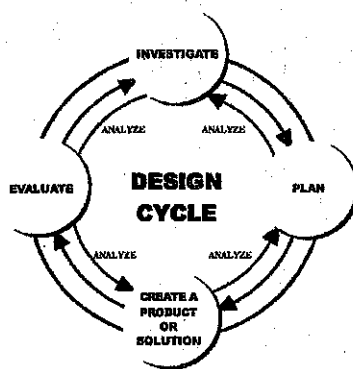
What criteria are your creating for successful products?

What is your timeline?

### **4-EVALUATING**

How do your products compare to what others are doing or have done throughout Los Angeles?

How well did you work with others? Be specific using the ROCK (Respect our School and Community, Optimize Effort, Challenge Learning, Kindness Matters), and/or IB Learner Profiles or Approaches to Learning?



**EAGLE ROCK JR./SR. HS INTERNATIONAL BACCALAUREATE WORLD SCHOOL**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Week ending: **March 20, 2020**

- Thinking
- Communication
- Social
- Self- management
- Research

What Approaches to learning skills (ATL) have you developed this week or still need to develop? Explain.

*Provide a summary of what you did and learned on Green Days this week.*

Explain:

*Provide a summary of what you did and learned on Grey Days this week.*

Explain:

*Provide a summary of what you did and learned to stay healthy during this week of LAUSD's closure due to COVID19.*

Explain:

*What difficulties/challenges did you encounter this week? How did you solve these problems?*

Explain:

*What types of activities did you do for self-care (such as deep breathing, exercise, hydration, etc)?*

Explain:

*What adjustments/improvements would you like to make?*

Explain:

**EAGLE ROCK JR./SR. HS INTERNATIONAL BACCALAUREATE WORLD SCHOOL**

Name:		Grade:		Week ending:		March 27, 2020	
<input type="checkbox"/> Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Social <input type="checkbox"/> Self-management <input type="checkbox"/> Research		What Approaches to learning skills (ATL) have you developed this week or still need to develop? Explain.					
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Provide a summary of what you did and learned on Grey Days this week.		Explain:					
Provide a summary of what you did and learned to stay healthy during this week of LAUSD's closure due to COVID19.		Explain:					
What difficulties/challenges did you encounter this week? How did you solve these problems?		Explain:					
What types of activities did you do for self-care (such as deep breathing, exercise, hydration, etc)?		Explain:					
What adjustments/improvements would you like to make?		Explain:					

**EAGLE ROCK JR./SR. HS INTERNATIONAL BACCALAUREATE WORLD SCHOOL**

Name:	Grade:	Week ending:
<input type="checkbox"/> Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Social <input type="checkbox"/> Self- management <input type="checkbox"/> Research	What Approaches to learning skills (ATL) have you developed this week or still need to develop? Explain.	
<i>Provide a summary of what you did and learned on Green Days this week.</i>	Explain:	
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<i>What difficulties/challenges did you encounter this week? How did you solve these problems?</i>	Explain:	
<i>What types of activities did you do for self-care (such as deep breathing, exercise, hydration, etc)?</i>	Explain:	
<i>What adjustments/improvements would you like to make?</i>	Explain:	

## 5 Researched-Based Reasons to Be Kind By Peter Field

([https://www.huffingtonpost.com/peter-field/kindness-research\\_b\\_7054652.html](https://www.huffingtonpost.com/peter-field/kindness-research_b_7054652.html))



There can be few things that pay as big a dividend as simple acts of kindness.

Selfless acts of giving, be it a smile, a word of encouragement, or the offer of a helping hand, result in an emotional uplift not only for others, but also for our self.

Research has shown what we ourselves may instinctively know — kindness can be a major contributor to the levels of happiness any of us experience.

### **Kindness Is Inbuilt**

Performing acts of kindness may well be a choice, but the ability and the tendency to be kind appear to be something innate, something that we have even in infancy.

Research conducted by Dr. Michael Tomasello of the Max Planck Institute, demonstrated that children begin to help others at an astonishingly early age. [1] For example, a 14-month-old child seeing an adult experience difficulty, such as struggling to open a door because their hands are full, will automatically attempt to help.

In other words, when we perform acts of kindness, we are being true to our own nature, and this naturally makes us feel good.

### **Kindness Can Have Positive Effects On The Brain**

Not only does kindness make us and others feel good, studies have demonstrated that the psychological benefits of kindness are actually reflected in the neural circuitry of the brain. [2]

When we allow ourselves to be kind, regularly engaging in random acts of kindness, we create neural pathways that enhance feelings of well-being and the natural flow of feel-good endorphins and mood elevating neurotransmitters.

### **Kindness Can Actually Help You Live Longer**

Some remarkable benefits can be reaped by those who engage in kindness. In one 2003 study, University of Michigan psychologist Dr Stephanie Brown found that people who

regularly offered practical help to others had a lower risk of dying over a five-year period than those who did not. [3]

One interesting aspect revealed by this study was that those who received help showed no reduction of death risk. Only those who practiced kindness reaped the longevity benefits.

### **Kindness Is Contagious**

A fascinating feature of kindness is that it appears to be self-replicating, inspiring kindness in others. Simply put, when we ourselves perform an act of kindness, this is likely to encourage others to act in a similar way.

One study conducted by researchers at Cambridge University, the University of Plymouth and the University of California LA, found that seeing someone else help another person produced good feelings, which subsequently caused them to reach out and do something altruistic themselves. [4]

When we are kind, we help make our world a kinder place to live in.

### **Kindness Makes You Happier**

If all of the above reasons aren't enough to convince you to behave in a kinder way, consider this: Kindness actually does make you happier.

A study, conducted by a University of Pennsylvania research team headed by Dr. Martin Seligman looked at the effects of writing a thank you letter and personally delivering it to someone who had never been properly thanked for their kindness. In other words, performing an act of kindness and gratitude towards someone who had themselves been kind. Participants who did this were able to immediately exhibit a massive increase in happiness scores, with benefits lasting for a month after. [5]

Another recent study, conducted by the Department of Psychology of Tohoku Gakuin University in Japan, looked into the relationship between kindness and happiness. The results indicate that happiness was increased simply by counting kindnesses performed over the course of a week, an exercise that also increased both kindness and gratitude in the participants. [6]

### **The Bottom Line On Kindness**



With research to back it up, it seems clear that doing good for others can also do good for us. It's a habit that can be developed anywhere, at any time, at little or no cost. Actively work on this, make it a habit, and your happiness quota will automatically sky rocket.

"There is no need for temples; no need for complicated philosophy," said the Dalai Lama, spiritual head of Tibetan Buddhism. "Our own brain, our own heart is our temple; the philosophy is kindness."

Practice a philosophy of kindness and you will retrain your brain and alter your mind, making for a better relationship with yourself as well as with others. This is sure to bring greater happiness and joy into your life.

Above all, be kind to yourself! See yourself as a person of worth; doing the best you can with what you have. You are human. Like every other person, you also have your emotional baggage, and you're working to unpack it. What we can handle varies from day to day. Acknowledge that you're continuing to grow into the person you're becoming, and that the person you are also deserves the benefit of the doubt. Remember that you, too, deserve your own generosity, compassion and kindness.

Kindness is one of the most important habits we can develop on our journey to real and sustainable happiness. It is an essential key to a life lived creatively: one in which we remain healthy physically, mentally, and emotionally. Kindness costs little but pays huge dividends in our own lives and in the lives of those we touch. It's a habit that paves the way to a happy life.

*"The simplest acts of kindness are far more powerful than a thousand heads bowing in prayer." — Mahatma Gandhi*

*Peter Field is a UK registered psychotherapist and board certified hypnotherapist. His hypnotherapy Birmingham and London clinics provide hypno-psychotherapy services for a wide range of issues. His new book The Chi of Change focuses on the fascinating world of hypnotherapy.*

*References:*

1. <https://mitpress.mit.edu/books/why-we-cooperate>
2. <http://greatergood.berkeley.edu/article/item/is-kindness-really-its-own-reward>
3. <http://www.rcgd.isr.umich.edu/news/Brown.Psych%20Science.May%2009.pdf>
4. <https://helix.northwestern.edu/article/kindness-contagious-new-study-finds>
5. [http://www.health.harvard.edu/newsletter\\_article/in-praise-of-gratitude](http://www.health.harvard.edu/newsletter_article/in-praise-of-gratitude)
6. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1820947/>