

Appendix A

2692400

State of California

SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of



Kevin Shelley
Secretary of State

ARTICLES OF INCORPORATION

2692400

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

Article I

The name of this corporation is Expectations of Educational Excellence.

NOV 24 2004

KEVIN SHELLEY
Secretary of State

Article II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote Crescendo Charter School and such other educational activities as the Board of Directors may define from time to time.

Article III

The name and address in the State of California of this corporation's initial agent for service of process is:

Mr. John V. Allen
5 Acanthus
Las Flores, CA 92688

Article IV

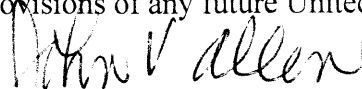
A. This corporation is organized and operated exclusively for public purposes and to manage, operate, guide, direct and promote Crescendo Charter School, and to educate students within the meaning of Section 501(c)(3), Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

Article V

The property of this corporation is irrevocably dedicated to public purposes, the management, operation, guidance, direction, and promotion of Crescendo Charter School, and the education of students, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

Upon the dissolution or winding up of the corporation, its assets remaining after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to the Los Angeles Unified School District so long as such organization is described in section 501(c)(3) of the Internal Revenue Code (or the corresponding provisions of any future United States Internal Revenue Law), or to one or more nonprofit funds, foundations or corporations which are organized and operated exclusively for educational purposes and which qualify as tax-exempt organizations under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law).


John V. Allen, Incorporator

11-24-04
Date

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

JUN 31 2007

EXPECTATIONS OF EDUCATIONAL
EXCELLENCE
C/O JOHN ALLEN
4900 S WESTERN AVE
LOS ANGELES, CA 90062

Employer Identification Number:
47-0953065
DLN:
17053059059017
Contact Person:
DONNA ELLIOT-MOORE ID# 50304
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
JUNE 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
YES
Effective Date of Exemption:
NOVEMBER 24, 2004
Contribution Deductibility:
YES

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 578, sets forth guidelines and record keeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

Letter 947 (DO/CG)

-2-

EXPECTATIONS OF EDUCATIONAL

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Choi". The signature is fluid and cursive, with the first name "Robert" and last name "Choi" clearly distinguishable.

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

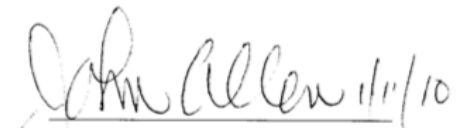
Letter 947 (DO/CG)

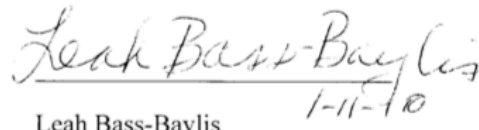
Appendix B: Signed Statement Agreeing to Enroll Requisite Number of Students

ENROLLMENT ASSURANCE

Crescendo Charter School, its officers and designees, agree to enroll the requisite number of students from the impacted campuses that the new and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.

In the event that the capacity of the school is not met and there are available seats that are not filled by students living within the attendance area, a process will be established to fill those seats via a public lottery. The lottery will be open to any student living outside of the attendance area that has expressed an interest in attending the school. The lottery process and date will be established during the implementation phase.


John Allen,
Executive Director, Crescendo Schools


Leah Bass-Baylis
Board President

Appendix C: Signed Statement Agreeing to Student Composition

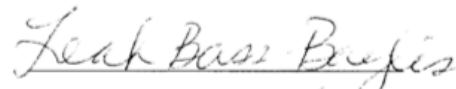
STUDENT COMPOSITION ASSURANCE

Crescendo Charter School, its officers and designees, agree that the student composition at each new and underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.



John Allen,

Executive Director, Crescendo Schools



Leah Bass-Baylis

Leah Bass-Baylis

Board President

Appendix D: Financial Solvency Data

***EXPECTATIONS OF EDUCATIONAL
EXCELLENCE DBA
CRESCENDO CHARTER SCHOOLS
CONSOLIDATED AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED
JUNE 30, 2009***

EXPECTATIONS OF EDUCATIONAL EXCELLENCE

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Statement of cash flows	6
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HILL, MORGAN AND ASSOCIATES, LLP

Certified Public Accountants

19602 Fariman Drive Carson, CA 90746 Phone (310) 749-1014 Fax (310) 639-0498
9031 Krueger Street, Culver City, CA 90232 Phone (323) 377-4385 Fax (310) 836-5727

Partners
Jeffrey Hill, CPA
Raymond Morgan, CPA

To the Board of Directors of
Expectations of Educational Excellence
Los Angeles, California

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying consolidated statement of financial position of **Expectations of Educational Excellence** as of June 30, 2009, and the related consolidated statements of activities and cash flows for the year then ended. These financial statements are the responsibility of **Expectations of Educational Excellence's** management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of **Expectations of Educational Excellence** as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Hill, Morgan and Associates, LLP

Carson, California
December 15, 2009

EXPECTATIONS OF EDUCATIONAL EXCELLENCE
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
At June 30, 2009

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 3,363,719
Accounts receivable	2,251,442
Other current assets	<u>11,146</u>

Total current assets	<u><u>5,626,307</u></u>
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PROPERTY AND EQUIPMENT:

Construction in progress (Note 2)	864,158
Furniture and fixtures (net) (Note 2)	5,900
Building improvements (net) (Note 2)	<u>209,431</u>

Total property and equipment	<u><u>1,079,489</u></u>
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OTHER ASSETS:

Security deposits	<u>67,000</u>
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Total other assets	<u><u>67,000</u></u>
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Total assets	<u><u>\$ 6,772,796</u></u>
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LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ 280,691
Loan payable (Note 3)	<u>166,668</u>

Total current liabilities	<u><u>447,359</u></u>
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NET ASSETS:

Unrestricted	5,245,948
Invested in property and equipment	<u>1,079,489</u>

Total net assets	<u><u>6,325,437</u></u>
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Total liabilities and net assets	<u><u>\$ 6,772,796</u></u>
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The accompanying notes are an integral part of these financial statements.

EXPECTATIONS OF EDUCATIONAL EXCELLENCE
CONSOLIDATED STATEMENT OF ACTIVITIES
For the year ended June 30, 2009

CHANGES IN UNRESTRICTED NET ASSETS:

REVENUES:

State support	\$ 7,471,913
Federal support	1,278,403
Local support	1,079,366
Interest income	<u>33,543</u>

Total revenues	<u>9,863,225</u>
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EXPENSES:

Certificated salaries	2,752,732
Classified salaries	1,003,233
Fringe benefits	728,319
Books and supplies	448,716
Services and other operating expenses	2,292,347
Interest	16,549
District oversight	49,798
Depreciation	<u>50,007</u>

Total expenses	<u>7,341,701</u>
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Increase in net assets	2,521,524
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Net assets, beginning of the year	<u>3,803,913</u>
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Net assets, end of the year	<u><u>\$ 6,325,437</u></u>
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The accompanying notes are an integral part of these financial statements.

EXPECTATIONS OF EDUCATIONAL EXCELLENCE
CONSOLIDATED STATEMENT OF CASH FLOWS
For the year ended June 30, 2009

Cash flows from operating activities:	
Increase in net assets	\$ 2,521,524
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	50,007
Changes in operating assets and liabilities:	
(Increase) decrease in assets:	
Accounts receivable	(1,785,987)
Other current assets	7,597
Increase (decrease) in liabilities:	
Accounts payable	<u>112,438</u>
Net cash provided by operating activities	<u>905,580</u>
Cash flows from investing activities:	
Cash paid for property and equipment	<u>(956,030)</u>
Net cash used in investing activities	<u>(956,030)</u>
Cash flows from financing activities:	
Principal payments on loan	<u>(233,333)</u>
Net cash used in financing activities	<u>(233,333)</u>
Net increase in cash and cash equivalents	(283,783)
Cash and cash equivalents, beginning of the year	<u>3,647,502</u>
Cash and cash equivalents, end of the year	<u><u>\$ 3,363,719</u></u>
SUPPLEMENTAL INFORMATION:	
Cash paid for interest expense	<u><u>\$ 16,549</u></u>

The accompanying notes are an integral part of these financial statements.

EXPECTATIONS OF EDUCATIONAL EXCELLENCE

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

NATURE OF BUSINESS

Expectations of Educational Excellence operates six charter schools serving approximately 850 students in grades kindergarten through sixth. The schools are chartered by the Los Angeles Unified School District (District) under California charter law. The charters have been granted for a period of five years, with an opportunity to request a continuation. The charters may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law. The School is economically dependent on Federal and State funding.

FINANCIAL STATEMENT PRESENTATION

The accompanying consolidated financial statements are prepared on the accrual basis in accordance with the AICPA's Audit and Accounting Guide, "Not-for-Profit Organizations."

ESTIMATES

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires the use of management estimates and assumptions that could affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

CASH AND CASH EQUIVALENTS

For the purpose of the Statement of Cash Flows, Expectations of Educational Excellence consider all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

INCOME TAXES

Expectations of Educational Excellence is a not-for-profit corporation that is exempt from federal and state income taxes under the Internal Revenue Code Section 501(c)(3) and the California State Revenue and Taxation Code 23701 (d).

These notes are an integral part of the preceding financial statements.

EXPECTATIONS OF EDUCATIONAL EXCELLENCE

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES-(continued)

PROPERTY AND EQUIPMENT

Property and equipment is capitalized at cost or fair market value on the date of receipt in the case of donated property. Depreciation is provided on the straight-line method over the estimated useful lives of the assets ranging from 3 to 10 years. Leasehold improvements are depreciated over the lease term (including options) or the useful life. Major additions are capitalized, and repairs and maintenance that do not improve or extend the life of the assets are expensed. When assets are sold or retired their cost and the related accumulated depreciation are removed from the accounts with the resulting gain or loss reflected in the statement of activities.

NOTE 2 - PROPERTY AND EQUIPMENT

A summary of property and equipment at June 30, 2009 is as follows:

Description	Cost	Accum. Deprec.	Net book value
Construction in progress	\$ 864,158	\$	\$ 864,158
Furniture and fixtures	19,663	(13,763)	5,900
Computer equipment	25,137	(25,137)	-0-
Building improvements	251,317	(41,886)	209,431
Total	\$ 1,160,275	\$ (80,786)	\$ 1,079,489

NOTE 3 - LOAN PAYABLE

Expectations of Educational Excellence has two unsecured revolving loan payable to the California Department of Education totaling \$500,000. The loans dated February 22, 2007 have an interest rate of 5.18% and they mature on February 1, 2010. The repayment terms require annual payments beginning on September 1, 2007. Principal maturities are listed as follows:

The future minimum principal maturities are as follows:

Year ended June 30,	Amount
2010	\$ 166,668
Total	\$ 166,668

These notes are an integral part of the preceding financial statements.

EXPECTATIONS OF EDUCATIONAL EXCELLENCE

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

NOTE 4 - LEASE COMMITMENTS

Expectations of Educational Excellence leases educational facilities under lease agreements that expire on various future dates. The future minimum lease commitments on leases that expire beyond one year for these facilities are listed below. The total amount paid for lease expense was \$591,776 for the year ended June 30, 2009.

The future minimum payments as of June 30, 2009 are as follows:

<u>Year ended June 30,</u>	<u>Amount</u>
2010	\$ 495,000
2011	495,000
2012	249,000
2013	73,650
2014	-0-
Thereafter	<u>-0-</u>
Total	\$ <u>1,312,650</u>

NOTE 5 - CONCENTRATION OF RISK

Expectations of Educational Excellence maintains a bank account at one bank. This account is insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. Total cash exceeded the federally insured limits by approximately \$3.1 million as of June 30, 2009. Management believes that the Organization is not exposed to any significant credit risk related to cash because of the solvency of the bank in which these funds are held.

These notes are an integral part of the preceding financial statements.

Appendix E: Statement Agreeing to Terms of Modified Consent Decree

ADHERENCE TO THE TERMS, CONDITIONS AND REQUIREMENTS OF THE MODIFIED CONSENT DECREE ASSURANCE

Crescendo Charter School, its officers and designees, agree adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. All public schools formed or approved by the District are required to use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, the District-wide web- based software system used for online IEPs and tracking of related services provided to students during the course of their education.

Handwritten signature of John Allen in cursive, with the date 1/11/10 written to the right of the signature.

John Allen,
Executive Director, Crescendo Schools

Handwritten signature of Leah Bass-Baylis in cursive, with the date 1-11-10 written to the right of the signature.

Leah Bass-Baylis
Board President

Appendix G: Curriculum Scope and Sequence

English Language Arts

Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development (K-2)

Kindergarten	1 st Grade	2 nd Grade
Concepts About Print 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.10 Identify and produce rhyming words in response to an oral prompt.	Concepts About Print 1.1 Match oral words to printed words. 1.2 Identify the title and author of a reading selection. 1.3 Identify letters, words, and sentences. Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite). 1.6 Create and state a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat). 1.9 Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich). Decoding and Word Recognition 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into	Decoding and Word Recognition 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/ flies, wife/ wives). 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. Vocabulary and Concept Development 1.7 Understand and explain common antonyms and synonyms. 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

<p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p> <p>Decoding and Word Recognition</p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p>Vocabulary and Concept Development</p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>1.18 Describe common objects and events in both general and specific language.</p>	<p>recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).</p> <p>1.15 Read common word families (e.g., -ite, -ate).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>Vocabulary and Concept Development</p> <p>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p>	
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Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development (3-5)

3 rd Grade	4 th Grade	5 th Grade
Decoding and Word Recognition 1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words. 1.2 Decode regular multisyllabic words. 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. Vocabulary and Concept Development 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things). 1.6 Use sentence and word context to find the meaning of unknown words. 1.7 Use a dictionary to learn the meaning and other features of unknown words. 1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.	Word Recognition 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. Vocabulary and Concept Development 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international). 1.5 Use a thesaurus to determine related words and concepts. 1.6 Distinguish and interpret words with multiple meanings.	Word Recognition 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. Vocabulary and Concept Development 1.2 Use word origins to determine the meaning of unknown words. 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). 1.5 Understand and explain the figurative and metaphorical use of words in context.

Reading: 2.0 Reading Comprehension (K-2)

Kindergarten	1st Grade	2nd Grade
Structural Features of Informational Materials 2.1 Locate the title, table of contents, name of author, and name of illustrator. Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories. 2.5 Ask and answer questions about essential elements of a text.	Structural Features of Informational Materials 2.1 Identify text that uses sequence or other logical order. Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Respond to who, what, when, where, and how questions. 2.3 Follow one-step written instructions. 2.4 Use context to resolve ambiguities about word and sentence meanings. 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). 2.6 Relate prior knowledge to textual information. 2.7 Retell the central ideas of simple expository or narrative passages.	Structural Features of Informational Materials 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 State the purpose in reading (i. e., tell what information is sought). 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how). 2.5 Restate facts and details in the text to clarify and organize ideas. 2.6 Recognize cause-and-effect relationships in a text. 2.7 Interpret information from diagrams, charts, and graphs. 2.8 Follow two-step written instructions.

Reading: 2.0 Reading Comprehension (3-5)

3rd Grade	4th Grade	5th Grade
Structural Features of Informational Materials 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Ask questions and support answers by connecting prior knowledge with literal	Structural Features of Informational Materials 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. Comprehension and Analysis of Grade-Level-	Structural Features of Informational Materials 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order.

<p>information found in, and inferred from, the text.</p> <p>2.3 Demonstrate comprehension by identifying answers in the text.</p> <p>2.4 Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>2.5 Distinguish the main idea and supporting details in expository text.</p> <p>2.6 Extract appropriate and significant information from the text, including problems and solutions.</p> <p>2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p>	<p>Appropriate Text</p> <p>2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</p> <p>2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.</p> <p>2.4 Evaluate new information and hypotheses by testing them against known information and ideas.</p> <p>2.5 Compare and contrast information on the same topic after reading several passages or articles.</p> <p>2.6 Distinguish between cause and effect and between fact and opinion in expository text.</p> <p>2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).</p>	<p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>Expository Critique</p> <p>2.5 Distinguish facts, supported inferences, and opinions in text.</p>
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Reading: 3.0 Literary Response and Analysis (K-2)

Kindergarten	1st Grade	2nd Grade
<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.1 Distinguish fantasy from realistic text.</p> <p>3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).</p> <p>3.3 Identify characters, settings, and important events</p>	<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p>	<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.1 Compare and contrast plots, settings, and characters presented by different authors.</p> <p>3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.</p> <p>3.3 Compare and contrast different versions of the same</p>

	3.3 Recollect, talk, and write about books read during the school year.	stories that reflect different cultures. 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.
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Reading: 3.0 Literary Response and Analysis (3-5)

3 rd Grade	4 th Grade	5 th Grade
<p>Structural Features of Literature 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p>Narrative Analysis of Grade-Level-Appropriate Text 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 3.4 Determine the underlying theme or author's message in fiction and nonfiction text. 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. 3.6 Identify the speaker or narrator in a selection.</p>	<p>Structural Features of Literature 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.</p> <p>Narrative Analysis of Grade-Level-Appropriate Text 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions. 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</p>	<p>Structural Features of Literature 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p> <p>Narrative Analysis of Grade-Level-Appropriate Text 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism). Literary Criticism 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p>

		Narrative Analysis of Grade-Level-Appropriate Text 3.7 Evaluate the author’s use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers’ perspectives.
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Writing: 1.0 Writing Strategies (K-2)

Kindergarten	1st Grade	2nd Grade
Organization and Focus 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle). 1.3 Write by moving from left to right and from top to bottom. Penmanship 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	Organization and Focus 1.1 Select a focus when writing. 1.2 Use descriptive words when writing. Penmanship 1.3 Print legibly and space letters, words, and sentences appropriately.	Organization and Focus 1.1 Group related ideas and maintain a consistent focus. Penmanship 1.2 Create readable documents with legible handwriting. Research 1.3 of various reference materials (e.g., dictionary, thesaurus, atlas). Evaluation and Revision 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

Writing: 1.0 Writing Strategies (3-5)

3 rd Grade	4 th Grade	5 th Grade
<p>Organization and Focus 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</p> <p>Penmanship 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.</p> <p>Research 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</p> <p>Evaluation and Revision 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.</p>	<p>Organization and Focus 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements. 1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation. 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).</p> <p>Penmanship 1.4 Write fluidly and legibly in cursive or joined italic.</p> <p>Research and Technology 1.5 Quote or paraphrase information sources, citing them appropriately. 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online</p>	<p>Organization and Focus 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending. 1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details.</p> <p>Research and Technology 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks). 1.5 Use a thesaurus to identify alternative word choices and meanings.</p> <p>Evaluation and Revision 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>
<p>Organization and Focus 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</p>	<p>Organization and Focus 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and</p>	<p>Organization and Focus 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot.</p>

Writing: 2.0 Writing Applications (Genres and Their Characteristics) (K-2)

Kindergarten	1st Grade	2nd Grade
	<p>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.</p> <p>2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p>	<p>2.1 Write brief narratives based on their experiences:</p> <p>a. Move through a logical sequence of events.</p> <p>b. Describe the setting, characters, objects, and events in detail.</p> <p>2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.</p>

Writing: 2.0 Writing Applications (Genres and Their Characteristics) (3-5)

3rd Grade	4th Grade	5th Grade
<p>2.1 Write narratives:</p> <p>a. Provide a context within which an action takes place.</p> <p>b. Include well-chosen details to develop the plot.</p> <p>c. Provide insight into why the selected incident is memorable.</p> <p>2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</p> <p>2.3 Write personal and formal letters, thank-you notes, and invitations:</p> <p>a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.</p> <p>b. Include the date, proper salutation, body, closing, and signature.</p>	<p>2.1 Write narratives:</p> <p>a. Relate ideas, observations, or recollections of an event or experience.</p> <p>b. Provide a context to enable the reader to imagine the world of the event or experience.</p> <p>c. Use concrete sensory details.</p> <p>d. Provide insight into why the selected event or experience is memorable.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate an understanding of the literary work.</p> <p>b. Support judgments through references to both the text and prior knowledge.</p> <p>2.3 Write information reports:</p> <p>a. Frame a central question about an issue or situation.</p> <p>b. Include facts and details for focus.</p> <p>c. Draw from more than one</p>	<p>2.1 Write narratives:</p> <p>a. Establish a plot, point of view, setting, and conflict.</p> <p>b. Show, rather than tell, the events of the story.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate an understanding of a literary work.</p> <p>b. Support judgments through references to the text and to prior knowledge.</p> <p>c. Develop interpretations that exhibit careful reading and understanding.</p> <p>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <p>a. Frame questions that direct the investigation.</p> <p>b. Establish a controlling idea or topic.</p> <p>c. Develop the topic with simple facts, details, examples, and explanations.</p>

	<p>source of information (e.g., speakers, books, newspapers, other media sources).</p> <p>2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>2.4 Write persuasive letters or compositions:</p> <p>a. State a clear position in support of a proposal.</p> <p>b. Support a position with relevant evidence.</p> <p>c. Follow a simple organizational pattern.</p> <p>d. Address reader concerns.</p>
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Written and Oral English Language Conventions: 1.0 (K-2)

Kindergarten	1st Grade	2nd Grade
<p>Sentence Structure 1.1 Recognize and use complete, coherent sentences when speaking.</p> <p>Spelling 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</p>	<p>Sentence Structure 1.1 Write and speak in complete, coherent sentences.</p> <p>Grammar 1.2 Identify and correctly use singular and plural nouns. 1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/ mine, his/ her, hers, your/s) in writing and speaking.</p> <p>Punctuation 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. 1.5 Use a period, exclamation point, or question mark at the end of sentences. 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.</p> <p>Capitalization 1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.</p> <p>Spelling 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words</p>	<p>Sentence Structure 1.1 Distinguish between complete and incomplete sentences. 1.2 Recognize and use the correct word order in written sentences.</p> <p>Grammar 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>Punctuation 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. 1.5 Use quotation marks correctly.</p> <p>Capitalization 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p> <p>Spelling 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who,</p>

	correctly.	what, why). 1.8 Spell basic short-vowel, long-vowel, r- controlled, and consonant-blend patterns correctly.
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Written and Oral English Language Conventions: 1.0 (3-5)

3 rd Grade	4 th Grade	5 th Grade
<p>Sentence Structure 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.</p> <p>Grammar 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p> <p>Punctuation 1.5 Punctuate dates, city and state, and titles of books correctly. 1.6 Use commas in dates, locations, and addresses and for items in a series.</p> <p>Capitalization 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.</p>	<p>Sentence Structure 1.1 Use simple and compound sentences in writing and speaking. 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.</p> <p>Grammar 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.</p> <p>Punctuation 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. 1.5 Use underlining, quotation marks, or italics to identify titles of documents.</p> <p>Capitalization 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.</p> <p>Spelling 1.7 Spell correctly roots,</p>	<p>Sentence Structure 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p>Grammar 1.2 Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns.</p> <p>Punctuation 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.</p> <p>Capitalization 1.4. Use correct capitalization.</p> <p>Spelling 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p>

Spelling 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare). 1.9 Arrange words in alphabetic order.	inflections, suffixes and prefixes, and syllable constructions.	
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Listening & Speaking: 1.0. Listening and Speaking Strategies (K-2)

Kindergarten	1st Grade	2nd Grade
Comprehension 1.1 Understand and follow one-and two-step oral directions. 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	Comprehension 1.1 Listen attentively. 1.2 Ask questions for clarification and understanding. 1.3 Give, restate, and follow simple two-step directions. Organization and Delivery of Oral Communication 1.4 Stay on the topic when speaking. 1.5 Use descriptive words when speaking about people, places, things, and events.	Comprehension 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment). 1.2 Ask for clarification and explanation of stories and ideas. 1.3 Paraphrase information that has been shared orally by others. 1.4 Give and follow three-and four-step oral directions. Organization and Delivery of Oral Communication 1.5 Organize presentations to maintain a clear focus. 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). 1.7 Recount experiences in a logical sequence. 1.8 Retell stories, including characters, setting, and plot. 1.9 Report on a topic with supportive facts and details.

Listening & Speaking: 1.0. Listening and Speaking Strategies (3-5)

3 rd Grade	4 th Grade	5 th Grade
<p>Comprehension</p> <p>1.1 Retell, paraphrase, and explain what has been said by a speaker.</p> <p>1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.</p> <p>1.3 Respond to questions with appropriate elaboration.</p> <p>1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).</p> <p>Organization and Delivery of Oral Communication</p> <p>1.5 Organize ideas chronologically or around major points of information.</p> <p>1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.</p> <p>1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.</p> <p>1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).</p> <p>1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.</p> <p>Analysis and Evaluation of Oral and Media Communications</p> <p>1.10 Compare ideas and points of view expressed in broadcast</p>	<p>Comprehension</p> <p>1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.</p> <p>1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.</p> <p>1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.</p> <p>1.4 Give precise directions and instructions.</p> <p>Organization and Delivery of Oral Communication</p> <p>1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.</p> <p>1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question).</p> <p>1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p> <p>1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.</p> <p>1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.</p> <p>Analysis and Evaluation of Oral Media Communication</p>	<p>Comprehension</p> <p>1.1 Ask questions that seek information not already discussed.</p> <p>1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.</p> <p>1.3 Make inferences or draw conclusions based on an oral report.</p> <p>Organization and Delivery of Oral Communication</p> <p>1.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>1.5 Clarify and support spoken ideas with evidence and examples.</p> <p>1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.</p> <p>Analysis and Evaluation of Oral and Media Communications</p> <p>1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.</p> <p>1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>

and print media. 1.11 Distinguish between the speaker's opinions and verifiable facts.	1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	
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Listening & Speaking: 2.0. Speaking Applications (Genres and Their Characteristics) (K-2)

Kindergarten	1st Grade	2nd Grade
2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. 2.2 Recite short poems, rhymes, and songs. 2.3 Relate an experience or creative story in a logical sequence.	2.1 Recite poems, rhymes, songs, and stories. 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions. 2.3 Relate an important life event or personal experience in a simple sequence. 2.4 Provide descriptions with careful attention to sensory detail.	2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). 2.2 Report on a topic with facts and details, drawing from several sources of information

Listening & Speaking: 2.0. Speaking Applications (Genres and Their Characteristics) (3-5)

3rd Grade	4th Grade	5th Grade
2.1 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot. 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	2.1 Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable. 2.2 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports). 2.3 Deliver oral summaries of	2.1 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. 2.3 Deliver oral responses to literature: a. Summarize significant events and details.

	<p>articles and books that contain the main ideas of the event or article and the most significant details.</p> <p>2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</p>	<p>b. Articulate an understanding of several ideas or images communicated by the literary work.</p> <p>c. Use examples or textual evidence from the work to support conclusions.</p>
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Number Sense (K-2)

Kindergarten	1 st Grade	2 nd Grade
<p>1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):</p> <p>1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.</p> <p>1.2 Count, recognize, represent, name, and order a number of objects (up to 30).</p> <p>1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.</p> <p>2.0 Students understand and describe simple additions and subtractions:</p> <p>2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).</p> <p>3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:</p> <p>3.1 Recognize when an estimate is reasonable.</p>	<p>1.0 Students understand and use numbers up to 100:</p> <p>1.1 Count, read, and write whole numbers to 100.</p> <p>1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than ($<$, $=$, $>$).</p> <p>1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).</p> <p>1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).</p> <p>1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.</p> <p>2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:</p> <p>2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.</p> <p>2.2 Use the inverse relationship between addition and subtraction to solve problems.</p> <p>2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.</p> <p>2.4 Count by 2s, 5s, and 10s to 100.</p>	<p>1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:</p> <p>1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.</p> <p>1.2 Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).</p> <p>1.3 Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.</p> <p>2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers:</p> <p>2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions.</p> <p>2.2 Find the sum or difference of two whole numbers up to three digits long.</p> <p>2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.</p> <p>3.0 Students model and solve simple problems involving multiplication and division:</p> <p>3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.</p> <p>3.2 Use repeated subtraction,</p>

	<p>2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).</p> <p>2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).</p> <p>2.7 Find the sum of three one-digit numbers.</p> <p>3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:</p> <p>3.1 Make reasonable estimates when comparing larger or smaller numbers.</p>	<p>equal sharing, and forming equal groups with remainders to do division.</p> <p>3.3 Know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and commit them to memory.</p> <p>4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:</p> <p>4.1 Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.</p> <p>4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).</p> <p>4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.</p> <p>5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:</p> <p>5.1 Solve problems using combinations of coins and bills.</p> <p>5.2 Know and use the decimal notation and the dollar and cent symbols for money.</p> <p>6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:</p> <p>6.1 Recognize when an estimate is reasonable in measurements (e.g., closest)</p>
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Number Sense (3-5)

3 rd Grade	4 th Grade	5 th Grade
<p>1.0 Students understand the place value of whole numbers:</p> <p>1.1 Count, read, and write whole numbers to 10,000.</p> <p>1.2 Compare and order whole numbers to 10,000.</p> <p>1.3 Identify the place value for each digit in numbers to 10,000.</p> <p>1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.</p> <p>1.5 Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).</p> <p>2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:</p> <p>2.1 Find the sum or difference of two whole numbers between 0 and 10,000.</p> <p>2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.</p> <p>2.3 Use the inverse relationship of multiplication and division to compute and check results.</p> <p>2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).</p> <p>2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number ($135 \div 5 = \underline{\quad}$).</p> <p>2.6 Understand the special properties of 0 and 1 in multiplication and division.</p>	<p>1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:</p> <p>1.1 Read and write whole numbers in the millions.</p> <p>1.2 Order and compare whole numbers and decimals to two decimal places.</p> <p>1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.</p> <p>1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.</p> <p>1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).</p> <p>1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.5$ or $.50$; $\frac{7}{4} = 1 \frac{3}{4} = 1.75$).</p> <p>1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.</p>	<p>1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers:</p> <p>1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.</p> <p>1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.</p> <p>1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.</p> <p>1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).</p> <p>1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.</p> <p>2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division</p>

<p>2.7 Determine the unit cost when given the total cost and number of units.</p> <p>2.8 Solve problems that require two or more of the skills mentioned above.</p> <p>3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:</p> <p>3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $\frac{1}{2}$ of a pizza is the same amount as $\frac{2}{4}$ of another pizza that is the same size; show that $\frac{3}{8}$ is larger than $\frac{1}{4}$).</p> <p>3.2 Add and subtract simple fractions (e.g., determine that $\frac{1}{8} + \frac{3}{8}$ is the same as $\frac{1}{2}$).</p> <p>3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.</p> <p>3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $\frac{1}{2}$ of a dollar, 75 cents is $\frac{3}{4}$ of a dollar).</p>	<p>1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in “owing”).</p> <p>1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.</p> <p>2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:</p> <p>2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.</p> <p>2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.</p> <p>3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:</p> <p>3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.</p> <p>3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-</p>	<p>of fractions and decimals:</p> <p>2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.</p> <p>2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.</p> <p>2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.</p> <p>2.4 Understand the concept of multiplication and division of fractions.</p> <p>2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.</p>
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	<p>digit number; use relationships between them to simplify computations and to check results.</p> <p>3.3 Solve problems involving multiplication of multidigit numbers by two-digit numbers.</p> <p>3.4 Solve problems involving division of multidigit numbers by one-digit numbers.</p> <p>4.0 Students know how to factor small whole numbers:</p> <p>4.1 Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).</p> <p>4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.</p>	
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Algebra and Functions (K-2)

Kindergarten	1 st Grade	2 nd Grade
<p>1.0 Students sort and classify objects:</p> <p>1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).</p>	<p>1.0 Students use number sentences with operational symbols and expressions to solve problems:</p> <p>1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.</p> <p>1.2 Understand the meaning of the symbols $+$, $-$, $=$.</p> <p>1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.</p>	<p>1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:</p> <p>1.1 Use the commutative and associative rules to simplify mental calculations and to check results.</p> <p>1.2 Relate problem situations to number sentences involving addition and subtraction.</p> <p>1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.</p>

Algebra and Functions (3-5)

3 rd Grade	4 th Grade	5 th Grade
<p>1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:</p> <p>1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.</p> <p>1.2 Solve problems involving numeric equations or inequalities.</p> <p>1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if $4 __ 3 = 12$, what operational symbol goes in the blank?).</p> <p>1.4 Express simple unit conversions in symbolic form (e.g., $__ \text{ inches} = __ \text{ feet} \times 12$).</p> <p>1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?).</p> <p>2.0 Students represent simple functional relationships:</p> <p>2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).</p>	<p>1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:</p> <p>1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).</p> <p>1.2 Interpret and evaluate mathematical expressions that now use parentheses.</p> <p>1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two 1.4 Use and interpret formulas (e.g., $\text{area} = \text{length} \times \text{width}$ or $A = lw$) to answer questions about quantities and their relationships.</p> <p>1.5 Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.</p> <p>2.0 Students know how to manipulate equations:</p> <p>2.1 Know and understand that equals added to equals are equal.</p> <p>2.2 Know and understand that equals multiplied by equals are equal. terms and different operations.</p>	<p>1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:</p> <p>1.1 Use information taken from a graph or equation to answer questions about a problem situation.</p> <p>1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.</p> <p>1.3 Know and use the distributive property in equations and expressions with variables.</p> <p>1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane.</p> <p>1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.</p>

Measurement and Geometry (K-2)

Kindergarten	1 st Grade	2 nd Grade
<p>1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:</p> <p>1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).</p> <p>1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).</p> <p>1.3 Name the days of the week.</p> <p>1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).</p> <p>2.0 Students identify common objects in their environment and describe the geometric features:</p> <p>2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).</p> <p>2.2 Compare familiar plane and solid objects by common</p>	<p>1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:</p> <p>1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.</p> <p>1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).</p> <p>2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:</p> <p>2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.</p> <p>2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.</p> <p>2.3 Give and follow directions about location.</p> <p>2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).</p>	<p>1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:</p> <p>1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.</p> <p>1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.</p> <p>1.3 Measure the length of an object to the nearest inch and/ or centimeter.</p> <p>1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).</p> <p>1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).</p> <p>2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:</p> <p>2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.</p> <p>2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).</p>

attributes (e.g., position, shape, size, roundness, number of corners).		
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Measurement and Geometry (3-5)

3 rd Grade	4 th Grade	5 th Grade
<p>1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:</p> <p>1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.</p> <p>1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.</p> <p>1.3 Find the perimeter of a polygon with integer sides.</p> <p>1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).</p> <p>2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:</p> <p>2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).</p> <p>2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles</p>	<p>1.0 Students understand perimeter and area:</p> <p>1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm²), square meter (m²), square kilometer (km²), square inch (in²), square yard (yd²), or square mile (mi²).</p> <p>1.2 Recognize that rectangles that have the same area can have different perimeters.</p> <p>1.3 Understand that rectangles that have the same perimeter can have different areas.</p> <p>1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.</p> <p>2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:</p> <p>2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y = 3x$ and connect them by using a straight line).</p> <p>2.2 Understand that the</p>	<p>1.0 Students understand and compute the volumes and areas of simple objects:</p> <p>1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).</p> <p>1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.</p> <p>1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm³], cubic meter [m³], cubic inch [in³], cubic yard [yd³]) to compute the volume of rectangular solids.</p> <p>1.4 Differentiate between, and use appropriate units of measures for, two-and three-dimensional objects (i.e., find the perimeter, area, volume).</p> <p>2.0 Students identify, describe, and classify the properties of, plane and solid geometric figures:</p> <p>2.1 Measure, identify, and draw</p>

<p>triangle, three equal sides for the equilateral triangle, right angle for the right triangle).</p> <p>2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).</p> <p>2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.</p> <p>2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).</p> <p>2.6 Identify common solid objects that are the components needed to make a more complex solid object.</p>	<p>length of a horizontal line segment equals the difference of the x-coordinates.</p> <p>2.3 Understand that the length of a vertical line segment equals the difference of the y-coordinates.</p> <p>3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:</p> <p>3.1 Identify lines that are parallel and perpendicular.</p> <p>3.2 Identify the radius and diameter of a circle.</p> <p>3.3 Identify congruent figures.</p> <p>3.4 Identify figures that have bilateral and rotational symmetry.</p> <p>3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns.</p> <p>3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.</p> <p>3.7 Know the definitions of</p>	<p>angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).</p> <p>2.2 Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.</p> <p>2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.</p>
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	different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes. 3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).	
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Statistics, Data Analysis, and Probability

Kindergarten	1 st Grade	2 nd Grade
1.0 Students collect information about objects and events in their environment: 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs. 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	1.0 Students organize, represent, and compare data by category on simple graphs and charts: 1.1 Sort objects and data by common attributes and describe the categories. 1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs. 2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors: 2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations: 1.1 Record numerical data in systematic ways, keeping track of what has been counted. 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies). 1.3 Identify features of data sets (range and mode). 1.4 Ask and answer simple questions related to data representations. 2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways: 2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two horses, three horses, four horses). 2.2 Solve problems involving simple number patterns.

Statistics, Data Analysis, and Probability

3 rd Grade	4 th Grade	5 th Grade
1.0 Students conduct simple probability experiments by	1.0 Students organize, represent, and interpret numerical and categorical	1.0 Students display, analyze, compare, and interpret different data sets, including

<p>determining the number of possible outcomes and make simple predictions:</p> <p>1.1 Identify whether common events are certain, likely, unlikely, or improbable.</p> <p>1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.</p> <p>1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).</p> <p>1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).</p>	<p>data and clearly communicate their findings:</p> <p>1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.</p> <p>1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.</p> <p>1.3 Interpret one-and two-variable data graphs to answer questions about a situation.</p> <p>2.0 Students make predictions for simple probability situations:</p> <p>2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).</p> <p>2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; $\frac{3}{4}$).</p>	<p>data sets of different sizes:</p> <p>1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.</p> <p>1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.</p> <p>1.3 Use fractions and percentages to compare data sets of different sizes.</p> <p>1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.</p> <p>1.5 Know how to write ordered pairs correctly; for example, (x, y).</p>
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Mathematical Reasoning (K-2)

Kindergarten	1 st Grade	2 nd Grade
<p>1.0 Students make decisions about how to set up a problem:</p> <p>1.1 Determine the approach, materials, and strategies to be used.</p> <p>1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.</p> <p>2.0 Students solve problems</p>	<p>1.0 Students make decisions about how to set up a problem:</p> <p>1.1 Determine the approach, materials, and strategies to be used.</p> <p>1.2 Use tools, such as manipulatives or sketches, to model problems.</p> <p>2.0 Students solve problems</p>	<p>1.0 Students make decisions about how to set up a problem:</p> <p>1.1 Determine the approach, materials, and strategies to be used.</p> <p>1.2 Use tools, such as manipulatives or sketches, to model problems.</p> <p>2.0 Students solve problems</p>

in reasonable ways and justify their reasoning: 2.1 Explain the reasoning used with concrete objects and/ or pictorial representations. 2.2 Make precise calculations and check the validity of the results in the context of the problem.	and justify their reasoning: 2.1 Explain the reasoning used and justify the procedures selected. 2.2 Make precise calculations and check the validity of the results from the context of the problem. 3.0 Students note connections between one problem and another.	and justify their reasoning: 2.1 Explain the reasoning used and justify the procedures selected. 2.2 Make precise calculations and check the validity of the results from the context of the problem. 3.0 Students note connections between one problem and another.
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Mathematical Reasoning (3-5)

3 rd Grade	4 th Grade	5 th Grade
1.0 Students make decisions about how to approach problems: 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. 1.2 Determine when and how to break a problem into simpler parts.	1.0 Students make decisions about how to approach problems: 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. 1.2 Determine when and how to break a problem into simpler parts.	1.0 Students make decisions about how to approach problems: 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. 1.2 Determine when and how to break a problem into simpler parts.
2.0 Students use strategies, skills, and concepts in finding solutions: 2.1 Use estimation to verify the reasonableness of calculated results. 2.2 Apply strategies and results from simpler problems to more complex problems. 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. 2.4 Express the solution clearly and logically by using	2.0 Students use strategies, skills, and concepts in finding solutions: 2.1 Use estimation to verify the reasonableness of calculated results. 2.2 Apply strategies and results from simpler problems to more complex problems. 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. 2.4 Express the solution clearly and logically by using	2.0 Students use strategies, skills, and concepts in finding solutions: 2.1 Use estimation to verify the reasonableness of calculated results. 2.2 Apply strategies and results from simpler problems to more complex problems. 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning. 2.4 Express the solution clearly and logically by using

<p>the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p> <p>2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.6 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students move beyond a particular problem by generalizing to other situations:</p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and apply them in other circumstances.</p>	<p>the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p> <p>2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.6 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students move beyond a particular problem by generalizing to other situations:</p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and apply them in other circumstances.</p>	<p>the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</p> <p>2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</p> <p>2.6 Make precise calculations and check the validity of the results from the context of the problem.</p> <p>3.0 Students move beyond a particular problem by generalizing to other situations:</p> <p>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</p> <p>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</p> <p>3.3 Develop generalizations of the results obtained and apply them in other circumstances.</p>
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Physical Science (K-2)

Kindergarten	1st Grade	2nd Grade
<p>1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:</p> <p>a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</p> <p>b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.</p> <p>c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.</p>	<p>1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:</p> <p>a. Students know solids, liquids, and gases have different properties.</p> <p>b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.</p>	<p>1. The motion of objects can be observed and measured. As a basis for understanding this concept:</p> <p>a. Students know the position of an object can be described by locating it in relation to another object or to the background.</p> <p>b. Students know an object's motion can be described by recording the change in position of the object over time.</p> <p>c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.</p> <p>d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.</p> <p>e. Students know objects fall to the ground unless something holds them up.</p> <p>f. Students know magnets can be used to make some objects move without being touched.</p> <p>g. Students know sound is made by vibrating objects and can be described by its pitch and volume.</p>

Physical Science (3-5)

3rd Grade	4th Grade	5th Grade
<p>1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for</p>	<p>1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for</p>	<p>1. Elements and their combinations account for all the varied types of matter in the world. As a basis for</p>

<p>understanding this concept:</p> <ul style="list-style-type: none"> a. Students know energy comes from the Sun to Earth in the form of light. b. Know sources of stored energy take many forms, such as food, fuel, and batteries. c. Know machines and living things convert stored energy to motion and heat. d. Know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects. e. Know matter has three forms: solid, liquid, and gas. f. Know evaporation and melting are changes that occur when the objects are heated. g. Know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials. h. Know all matter is made of small particles called atoms, too small to see with the naked eye. i. Know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements. <p>2. Light has a source and travels in a direction. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> a. Know sunlight can be 	<p>understanding this concept:</p> <ul style="list-style-type: none"> a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs. b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field. c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet. d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones. e. Students know electrically charged objects attract or repel each other. f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other. g. Students know electrical energy can be converted to heat, light, and motion. 	<p>understanding this concept:</p> <ul style="list-style-type: none"> a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties. b. Students know all matter is made of atoms, which may combine to form molecules. c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals. d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties. e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays. f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds. g. Students know properties of solid, liquid, and gaseous substances, such as sugar
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blocked to create shadows. b. Know light is reflected from mirrors and other surfaces. c. Students know the color of light striking an object affects the way the object is seen. d. Know an object is seen when light traveling from the object enters the eye.		
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Life Science (K-2)

Kindergarten	1 st Grade	2 nd Grade
2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept: a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects). b. Students know stories sometimes give plants and animals attributes they do not really have. c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. Students know both plants and animals need water, animals need food, and plants need light. c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.	2. Plants and animals have predictable life cycles. As a basis for understanding this concept: a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. d. Students know there is variation among individuals of one kind within a population. e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. f. Students know flowers and fruits are associated with reproduction in plants.

Life Science (3-5)

3 rd Grade	4 th Grade	5 th Grade
<p>3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:</p> <p>a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.</p> <p>b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.</p> <p>c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.</p> <p>d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.</p> <p>e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.</p>	<p>2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:</p> <p>a. Students know plants are the primary source of matter and energy entering most food chains.</p> <p>b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.</p> <p>c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.</p> <p>3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:</p> <p>a. Students know ecosystems can be characterized by their living and nonliving components.</p> <p>b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.</p> <p>c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.</p> <p>d. Students know that most microorganisms do not cause</p>	<p>2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:</p> <p>a. Students know many multicellular organisms have specialized structures to support the transport of materials.</p> <p>b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.</p> <p>c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.</p> <p>d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.</p> <p>e. Students know how sugar, water, and minerals are transported in a vascular plant.</p> <p>f. Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.</p> <p>g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).</p>

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Earth Science (K-2)

Kindergarten	1 st Grade	2 nd Grade
<p>3. Earth is composed of land, air, and water. As a basis for understanding this concept:</p> <p>a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.</p> <p>b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</p> <p>c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</p>	<p>3. Weather can be observed, measured, and described. As a basis for understanding this concept:</p> <p>a. Students know how to use simple tools (e. g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.</p> <p>b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.</p> <p>c. Students know the sun warms the land, air, and water.</p>	<p>3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:</p> <p>a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.</p> <p>b. Students know smaller rocks come from the breakage and weathering of larger rocks.</p> <p>c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.</p> <p>d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.</p> <p>e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.</p>

Earth Science (3-5)

3 rd Grade	4 th Grade	5 th Grade
4. Objects in the sky move	4. The properties of rocks	3. Water on Earth moves

<p>in regular and predictable patterns. As a basis for understanding this concept:</p> <p>a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.</p> <p>b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.</p> <p>c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.</p> <p>d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.</p> <p>e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.</p>	<p>and minerals reflect the processes that formed them. As a basis for understanding this concept:</p> <p>a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).</p> <p>b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.</p> <p>5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:</p> <p>a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</p> <p>b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.</p> <p>c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).</p>	<p>between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:</p> <p>a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.</p> <p>b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.</p> <p>c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.</p> <p>d. Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.</p> <p>e. Students know the origin of the water used by their local communities.</p> <p>4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:</p> <p>a. Students know uneven heating of Earth causes air movements (convection currents).</p> <p>b. Students know the influence that the ocean has on the</p>
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		<p>weather and the role that the water cycle plays in weather patterns.</p> <p>c. Students know the causes and effects of different types of severe weather. d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.</p> <p>e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.</p> <p>5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:</p> <p>a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.</p> <p>b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.</p>
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Investigation and Experimentation (K-2)

Kindergarten	1 st Grade	2 nd Grade
4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the	4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the	4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the

<p>content in the other three strands, students should develop their own questions and perform investigations.</p> <p>Students will:</p> <ol style="list-style-type: none"> Observe common objects by using the five senses. Describe the properties of common objects. Describe the relative position of objects by using one reference (e.g., above or below). Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight). Communicate observations orally and through drawings. 	<p>content in the other three strands, students should develop their own questions and perform investigations.</p> <p>Students will:</p> <ol style="list-style-type: none"> Draw pictures that portray some features of the thing being described. Record observations and data with pictures, numbers, or written statements. Record observations on a bar graph. Describe the relative position of objects by using two references (e.g., above and next to, below and left of). Make new observations when discrepancies exist between two descriptions of the same object or phenomenon. 	<p>content in the other three strands, students should develop their own questions and perform investigations.</p> <p>Students will:</p> <ol style="list-style-type: none"> Make predictions based on observed patterns and not random guessing. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).
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Investigation and Experimentation (3-5)

3 rd Grade	4 th Grade	5 th Grade
<p>5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.</p> <p>Students will:</p> <ol style="list-style-type: none"> Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation. Differentiate evidence from 	<p>6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.</p> <p>Students will:</p> <ol style="list-style-type: none"> Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations. Measure and estimate the weight, length, or volume of objects. 	<p>6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.</p> <p>Students will:</p> <ol style="list-style-type: none"> Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria. Develop a testable question. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.

<p>opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.</p> <p>c. Use numerical data in describing and comparing objects, events, and measurements.</p> <p>d. Predict the outcome of a simple investigation and compare the result with the prediction.</p> <p>e. Collect data in an investigation and analyze those data to develop a logical conclusion.</p>	<p>c. Formulate and justify predictions based on cause-and-effect relationships.</p> <p>d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.</p> <p>e. Construct and interpret graphs from measurements.</p> <p>f. Follow a set of written instructions for a scientific investigation.</p>	<p>d. Identify the dependent and controlled variables in an investigation.</p> <p>e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.</p> <p>f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</p> <p>g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</p> <p>h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</p> <p>i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.</p>
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History Social –Science (K-2)

Kindergarten	1st Grade	2nd Grade
<p>Learning and Working Now and Long Ago</p> <p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <ol style="list-style-type: none"> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions. <p>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</p> <p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p> <p>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <p>Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</p> <ol style="list-style-type: none"> 1. Distinguish between land and water on maps and globes and locate general areas 	<p>Child’s Place in Time and Space</p> <p>1.1 Students describe the rights and individual responsibilities of citizenship.</p> <ol style="list-style-type: none"> 1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community. 2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.” <p>1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.</p> <ol style="list-style-type: none"> 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. 3. Construct a simple map, using cardinal directions and map symbols. 4. Describe how location, 	<p>People Who Make a Difference</p> <p>2.1 Students differentiate between things that happened long ago and things that happened yesterday.</p> <ol style="list-style-type: none"> 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard). <p>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <p>2nd People Who Make a Difference (cont)</p> <ol style="list-style-type: none"> 1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school). 2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator,

<p>referenced in historical legends and stories.</p> <p>2. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).</p> <p>3. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</p> <p>4. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</p> <p>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>Kinder Learning and Working Now and Long Ago (cont)</p> <p>K.6 Students understand that history relates to events, people, and places of other times.</p> <p>1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p> <p>2. Know the triumphs in American legends and historical accounts through the</p>	<p>weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p> <p>1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</p> <p>1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").</p> <p>2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.</p> <p>1st Child's Place in Time and Space</p> <p>3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.</p> <p>1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p> <p>1. Examine the structure of schools and communities in the past.</p> <p>2. Study transportation methods of earlier days.</p> <p>3. Recognize similarities and</p>	<p>scale, and date.</p> <p>3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.</p> <p>4. Compare and contrast basic land use in urban, suburban, and rural environments in California.</p> <p>2.3 Students explain governmental institutions and practices in the United States and other countries.</p> <p>1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.</p> <p>2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.</p> <p>2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</p> <p>1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</p> <p>2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</p> <p>3. Understand how limits on resources affect production</p>
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<p>stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</p>	<p>differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p> <p>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p> <p>1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p>3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p> <p>1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p>1. Understand the concept of exchange and the use of money to purchase goods and services.</p>	<p>and consumption (what to produce and what to consume).</p> <p>2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</p>
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History and Social Studies (3-5)

3 rd Grade	4 th Grade	5 th Grade
<p>Continuity and Change 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. 1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</p> <p>3.2 Students describe the American Indian nations in their local region long ago and in the recent past. 1. Describe national identities, religious beliefs, customs, and various folklore traditions. 2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools). 3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. 4. Discuss the interaction of new settlers with the already</p>	<p>California: A Changing State 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California. 1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. 2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. 3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. 4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. 5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>4.2 Students describe the social, political, cultural,</p>	<p>United States History and Geography: Making a New Nation 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River. 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 2. Describe their varied customs and folklore traditions. 3. Explain their varied economies and systems of government.</p> <p>5.2 Students trace the routes of early explorers and describe the early explorations of the Americas. 1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant,</p>

<p>established Indians of the region.</p> <p>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <ol style="list-style-type: none"> 1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. 2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. 3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources. <p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <ol style="list-style-type: none"> 1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. 2. Discuss the importance of 	<p>and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p> <ol style="list-style-type: none"> 1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. 2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns. 3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola). 4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America. 	<p>astrolabe, seaworthy ships, chronometers, gunpowder).</p> <ol style="list-style-type: none"> 2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation). 3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. 4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. <p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <ol style="list-style-type: none"> 1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. 2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 3. Examine the conflicts before the Revolutionary War (e.g.,
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<p>region.</p> <ol style="list-style-type: none"> 1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. 2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad. 3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. 4. Discuss the relationship of students' "work" in school and their personal human capital. 	<p>physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).</p> <ol style="list-style-type: none"> 4. Study the lives of women who helped build early California (e.g., Biddy Mason). 5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods. <p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <ol style="list-style-type: none"> 1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. 2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people. 3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who 	<p>William Bradford, Plymouth; John Winthrop, Massachusetts).</p> <ol style="list-style-type: none"> 3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania). 4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion. 5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. 6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. 7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings. <p>5.5 Students explain the causes of the American Revolution.</p> <ol style="list-style-type: none"> 1. Understand how political, religious, and economic ideas
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	<p>came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</p> <p>4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</p> <p>5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</p> <p>6. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</p> <p>7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.</p> <p>8. Describe the history and development of California's public education system, including universities and community colleges.</p> <p>9. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams,</p>	<p>and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).</p> <p>2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.</p> <p>3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.</p> <p>4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).</p> <p>5.6 Students understand the course and consequences of the American Revolution.</p> <p>1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia,</p>
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	<p>Dorothea Lange, John Wayne).</p> <p>4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.</p> <ol style="list-style-type: none"> 1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). 2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution. 3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments. 4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials. 5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts). 	<p>the Marquis Marie Joseph de Lafayette, Tadeusz Ko'sciuszko, Baron Friedrich Wilhelm von Steuben).</p> <ol style="list-style-type: none"> 3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering. 5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution. 6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land. 7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. <p>5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.</p>
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		<p>geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats). 2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). 3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. 6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.
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		5.9 Students know the location of the current 50 states and the names of their capitals.
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Theatre
ARTISTIC PERCEPTION (K-2)

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Kindergarten	1st Grade	2nd Grade
<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify differences between real people and imaginary characters.</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Observe and describe the traits of a character.</p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Use body and voice to improvise alternative endings to a story.</p>

ARTISTIC PERCEPTION (3-5)

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

3rd Grade	4th Grade	5th Grade
<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the</i></p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the</i></p>	<p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p> <p><i>Development of the</i></p>

<p><i>Vocabulary of Theatre</i> 1.1 Use the vocabulary of theatre, such as <i>character, setting, conflict, audience, motivation, props, stage areas, and blocking</i>, to describe theatrical experiences. <i>Comprehension and Analysis of the Elements of Theatre</i> 1.2 Identify who, what, where, when, and why (the Five Ws) in a theatrical experience.</p>	<p><i>Vocabulary of Theatre</i> 1.1 Use the vocabulary of theatre, such as <i>plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters</i>, to describe theatrical experiences. <i>Comprehension and Analysis of the Elements of Theatre</i> 1.2 Identify a character's objectives and motivations to explain that character's behavior. 1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. <i>Examples: I want you to go. I want you to go. I want you to go.</i></p>	<p><i>Vocabulary of Theatre</i> 1.1 Use the vocabulary of theatre, such as <i>sense memory, script, cue, monologue, dialogue, protagonist, and antagonist</i>, to describe theatrical experiences. <i>Comprehension and Analysis of the Elements of Theatre</i> 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.</p>
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Theatre CREATIVE EXPRESSION (K-2)

Creating, Performing, and Participating in Theatre

Kindergarten	1 st Grade	2 nd Grade
<p>Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. <i>Development of Theatrical Skills</i> 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).</p>	<p>Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. <i>Development of Theatrical Skills</i> 2.1 Demonstrate skills in pantomime, tableau, and improvisation. <i>Creation/Invention in Theatre</i> 2.2 Dramatize or improvise</p>	<p>Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. <i>Development of Theatrical Skills</i> 2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration. <i>Creation/Invention in Theatre</i></p>

<i>Creation/Invention in Theatre</i> 2.2 Perform group pantomimes and improvisations to retell familiar stories. 2.3 Use costumes and props in role playing.	familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.	2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict. 2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons. 2.4 Create costume pieces, props, or sets for a theatrical experience.
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Theatre

CREATIVE EXPRESSION (3-5)

Creating, Performing, and Participating in Theatre

3 rd Grade	4 th Grade	5 th Grade
Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. <i>Development of Theatrical Skills</i> 2.1 Participate in cooperative script writing or improvisations that incorporate the Five Ws. <i>Creation/Invention in Theatre</i> 2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.	Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. <i>Development of Theatrical Skills</i> 2.1 Demonstrate the emotional traits of a character through gesture and action. <i>Creation/Invention in Theatre</i> 2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic). 2.3 Design or create costumes, props, makeup, or masks to communicate a character in performances.	Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them. <i>Development of Theatrical Skills</i> 2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life. 2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

Theatre

HISTORICAL AND CULTURAL CONTEXT (K-2)

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Kindergarten	1 st Grade	2 nd Grade
Students analyze the role	Students analyze the role and	Students analyze the role and

<p>and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</p> <p>3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.</p>	<p>development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Identify the cultural and geographic origins of stories.</p> <p><i>History of Theatre</i></p> <p>3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.</p> <p>3.3 Describe the roles and responsibilities of audience and actor.</p>	<p>development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Identify theatre and storytelling forms from different cultures.</p> <p><i>History of Theatre</i></p> <p>3.2 Identify universal characters in stories and plays from different periods and places.</p>
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Theatre

HISTORICAL AND CULTURAL CONTEXT (3-5)

Understanding the Historical Contributions and Cultural Dimensions of Theatre

3 rd Grade	4 th Grade	5 th Grade
<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Dramatize different cultural versions of similar stories from around the world.</p> <p><i>History of Theatre</i></p> <p>3.2 Identify universal themes in stories and plays from different periods and places.</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.</p> <p><i>History of Theatre</i></p> <p>3.2 Recognize key developments in the</p>	<p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p> <p><i>Role and Cultural Significance of Theatre</i></p> <p>3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.</p> <p>3.2 Interpret how theatre and storytelling forms (past and present) of various cultural</p>

	entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.	groups may reflect their beliefs and traditions. <i>History of Theatre</i> 3.3 Analyze ways in which theatre, television, and film play a part in our daily lives. 3.4 Identify types of early American theatre, such as melodrama and musical theatre.
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Theatre
AESTHETIC VALUING (K-2)

Responding to, Analyzing, and Critiquing Theatrical Experiences

Kindergarten	1st Grade	2nd Grade
Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. <i>Critical Assessment of Theatre</i> 4.1 Respond appropriately to a theatrical experience as an audience member. <i>Derivation of Meaning from Works of Theatre</i> 4.2 Compare a real story with a fantasy story.	Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. <i>Critical Assessment of Theatre</i> 4.1 Describe what was liked about a theatrical work or a story. <i>Derivation of Meaning from Works of Theatre</i> 4.2 Identify and discuss emotional reactions to a theatrical experience.	Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities. <i>Critical Assessment of Theatre</i> 4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character. 4.2 Respond to a live performance with appropriate audience behavior. <i>Derivation of Meaning from Works of Theatre</i> 4.3 Identify the message or moral of a work of theatre.

Theatre
AESTHETIC VALUING (3-5)

Responding to, Analyzing, and Critiquing Theatrical Experiences

3 rd Grade	4 th Grade	5 th Grade
<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Compare the content or message in two different works of theatre.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.</p> <p>4.2 Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.3 Describe students responses to a work of theatre and explain what the scriptwriter did to elicit those responses.</p>	<p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p> <p><i>Critical Assessment of Theatre</i></p> <p>4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.</p> <p><i>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Describe devices actors use to convey meaning or intent in commercials on television.</p>

Theatre

CONNECTIONS, RELATIONSHIPS, APPLICATIONS (K-2)

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Kindergarten	1 st Grade	2 nd Grade
<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and</i></p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and</i></p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and</i></p>

<p><i>Applications</i> 5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under.</p> <p><i>Careers and Career-Related Skills</i> 5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</p>	<p><i>Applications</i> 5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.</p> <p><i>Careers and Career-Related Skills</i> 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.</p>	<p><i>Applications</i> 5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.</p> <p><i>Careers and Career-Related Skills</i> 5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.</p>
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Theatre

CONNECTIONS, RELATIONSHIPS, APPLICATIONS (3-5)

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

3 rd Grade	4 th Grade	5 th Grade
<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i> 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the Five Ws.</p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i> 5.1 Dramatize events in California history. 5.2 Use improvisation and dramatization to explore concepts in other content areas.</p> <p><i>Careers and Career-Related</i></p>	<p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p> <p><i>Connections and Applications</i> 5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in</p>

<i>Careers and Career-Related Skills</i> 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.	<i>Skills</i> 5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.	history social science. <i>Careers and Career-Related Skills</i> 5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.
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Music

ARTISTIC PERCEPTION (K-2)

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Kindergarten	1 st Grade	2 nd Grade
Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. <i>Read and Notate Music</i> 1.1 Use icons or invented symbols to represent beat. <i>Listen to, Analyze, and Describe Music</i> 1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).	Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. <i>Read and Notate Music</i> 1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat). <i>Listen to, Analyze, and Describe Music</i> 1.2 Identify simple musical forms (e.g., phrase, AB, echo). 1.3 Identify common instruments visually and aurally in a variety of music.	Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music. <i>Read and Notate Music</i> 1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests. 1.2 Read, write, and perform simple patterns of pitch, using solfege. <i>Listen to, Analyze, and Describe Music</i> 1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music. 1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA. 1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

ARTISTIC PERCEPTION (3-5)

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

3 rd Grade	4 th Grade	5 th Grade
<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</p> <p>1.2 Read, write, and perform pentatonic patterns, using solfege.</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.</p> <p>1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.</p> <p>1.5 Describe the way in which sound is produced on various instruments.</p> <p>1.6 Identify simple musical forms (e.g., AABA, AABB, round).</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege.</p> <p>1.2 Read, write, and perform diatonic scales.</p> <p>1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.4 Describe music according to its elements, using the terminology of music.</p> <p>1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).</p> <p>1.6 Recognize and describe aural examples of musical forms, including rondo.</p>	<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys.</p> <p>1.2 Read, write, and perform major and minor scales.</p> <p>1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.</p> <p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.4 Analyze the use of music elements in aural examples from various genres and cultures.</p> <p>1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.</p> <p>1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.</p>

Music
CREATIVE EXPRESSION (K-2)
Creating, Performing, and Participating in Music

Kindergarten	1 st Grade	2 nd Grade
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies,	Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and	Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and

<p>variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Use the singing voice to echo short melodic patterns.</p> <p>2.2 Sing age-appropriate songs from memory.</p> <p>2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Create accompaniments, using the voice or a variety of classroom instruments.</p>	<p>accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>2.2 Sing age-appropriate songs from memory.</p> <p>2.3 Play simple accompaniments on classroom instruments.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.</p>	<p>accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing with accuracy in a developmentally appropriate range.</p> <p>2.2 Sing age-appropriate songs from memory.</p> <p>2.3 Play rhythmic ostinatos on classroom instruments.</p> <p><i>Compose, Arrange, and Improvise</i></p> <p>2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.</p>
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Music
CREATIVE EXPRESSION (3-5)
Creating, Performing, and Participating in Music

3rd Grade	4th Grade	5th Grade
<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing with</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a varied</p>	<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a varied</p>

<p>accuracy in a developmentally appropriate range. 2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos. 2.3 Play rhythmic and melodic ostinatos on classroom instruments.</p> <p><i>Compose, Arrange, and Improvise</i> 2.4 Create short rhythmic and melodic phrases in question-and-answer form.</p>	<p>repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others. 2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.</p> <p><i>Compose, Arrange, and Improvise</i> 2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.</p>	<p>repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others. 2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.</p> <p><i>Compose, Arrange, and Improvise</i> 2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.</p>
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Music HISTORICAL AND CULTURAL CONTEXT (K-2)

Understanding the Historical Contributions and Cultural Dimensions of Music

Kindergarten	1 st Grade	2 nd Grade
<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i> 3.1 Identify the various uses of music in daily experiences.</p> <p><i>Diversity of Music</i> 3.2 Sing and play simple singing games from various cultures.</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i> 3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.</p> <p><i>Diversity of Music</i> 3.2 Sing and play simple singing games from various</p>	<p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p> <p><i>Role of Music</i> 3.1 Identify the uses of specific music in daily or special events.</p> <p><i>Diversity of Music</i> 3.2 Sing simple songs and play singing games from</p>

3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures. 3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).	cultures. 3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures. 3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).	various cultures. 3.3 Describe music from various cultures.
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Music

HISTORICAL AND CULTURAL CONTEXT (3-5)

Understanding the Historical Contributions and Cultural Dimensions of Music

3 rd Grade	4 th Grade	5 th Grade
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. <i>Role of Music</i> 3.1 Identify the uses of music in various cultures and time periods. <i>Diversity of Music</i> 3.2 Sing memorized songs from diverse cultures. 3.3 Play memorized songs from diverse cultures. 3.4 Identify differences and commonalities in music from various cultures.	Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. <i>Role of Music</i> 3.1 Explain the relationship between music and events in history. <i>Diversity of Music</i> 3.2 Identify music from diverse cultures and time periods. 3.3 Sing and play music from diverse cultures and time periods. 3.4 Compare musical styles from two or more cultures. 3.5 Recognize the influence of various cultures on music in California.	Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. <i>Role of Music</i> 3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances). <i>Diversity of Music</i> 3.2 Identify different or similar uses of musical elements in music from diverse cultures. 3.3 Sing and play music from diverse cultures and time periods. 3.4 Describe the influence of various cultures and historical events on musical forms and styles. 3.5 Describe the influences of various cultures on the music of the United States.

Music
AESTHETIC VALUING (K-2)

Responding to, Analyzing, and Making Judgments About Works of Music

Kindergarten	1st Grade	2nd Grade
<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Derive Meaning</i></p> <p>4.1 Create movements that correspond to specific music.</p> <p>4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Derive Meaning</i></p> <p>4.1 Create movements to music that reflect focused listening.</p> <p>4.2 Describe how ideas or moods are communicated through music.</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Use the terminology of music in discussing individual preferences for specific music.</p> <p><i>Derive Meaning</i></p> <p>4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.</p> <p>4.3 Identify how musical elements communicate ideas or moods.</p> <p>4.4 Respond to a live performance with appropriate audience behavior.</p>

Music
AESTHETIC VALUING (3-5)

Responding to, Analyzing, and Making Judgments About Works of Music

3rd Grade	4th Grade	5th Grade
<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Select and use</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Use specific</p>	<p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p> <p><i>Analyze and Critically Assess</i></p> <p>4.1 Identify and</p>

<p>specific criteria in making judgments about the quality of a musical performance.</p> <p><i>Derive Meaning</i> 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics. 4.3 Describe how specific musical elements communicate particular ideas or moods in music.</p>	<p>criteria when judging the relative quality of musical performances.</p> <p><i>Derive Meaning</i> 4.2 Describe the characteristics that make a performance a work of art.</p>	<p>analyze differences in tempo and dynamics in contrasting music selections.</p> <p><i>Derive Meaning</i> 4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.</p>
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Music

CONNECTIONS, RELATIONSHIPS, APPLICATIONS (K-2)

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Kindergarten	1 st Grade	2 nd Grade
<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i> 5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.</p> <p><i>Careers and Career-Related Skills</i> 5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i> 5.1 Recognize and explain how people respond to their world through music.</p> <p><i>Careers and Career-Related Skills</i> 5.2 Describe how the performance of songs and dances improves after practice and rehearsal.</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i> 5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).</p> <p><i>Careers and Career-Related Skills</i> 5.2 Identify and discuss who composes and performs music.</p>

Music

CONNECTIONS, RELATIONSHIPS, APPLICATIONS (3-5)

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

3 rd Grade	4 th Grade	5 th Grade
<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i> 5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).</p> <p><i>Careers and Career-Related Skills</i> 5.2 Identify what musicians and composers do to create music.</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i> 5.1 Identify and interpret expressive characteristics in works of art and music. 5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance. 5.3 Relate dance movements to express musical elements or represent musical intent in specific music.</p> <p><i>Careers and Career-Related Skills</i> 5.4 Evaluate improvement in personal musical performances after practice or rehearsal.</p>	<p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p> <p><i>Connections and Applications</i> 5.1 Explain the role of music in community events.</p> <p><i>Careers and Career-Related Skills</i> 5.2 Identify ways in which the music professions are similar to or different from one another.</p>

English Language Development

ELD 1 Beginning

English-Language Arts strand	Grades K-2	Grades 3-5
Listening and Speaking	<ul style="list-style-type: none">• Begin to speak.• Use single words or phrases.• Respond to simple directions and questions using physical actions and non-verbal communication.• Independently use social greetings and simple repetitive phrases.	<ul style="list-style-type: none">• Begin to speak with a few words or sentences.• Answer simple questions with one/two word responses.• Retell familiar stories and participate in short conversations using gestures, expressions and illustrative objects.• Independently use social greetings and simple repetitive phrases.
Word Analysis	<ul style="list-style-type: none">• Repeat words, phrases and sentences.• Recognize English phonemes already hear and produce.• Identify words that begin with same sounds.	<ul style="list-style-type: none">• Recognize English phonemes already hear and produce while reading aloud in a group.• Recognize sound/symbol relationships in own writing.
Vocabulary Development	<ul style="list-style-type: none">• Read aloud own name and simple words.• Identify and sort common words.• Match upper and lower case letters.• Demonstrate comprehension with actions.• Retell simple stories using drawings, words or phrases.• Produce simple vocabulary to communicate basic needs.	<ul style="list-style-type: none">• Read aloud simple words.• Respond appropriately.• Demonstrate comprehension with actions.• Retell simple stories using drawings, words or phrases.• Produce simple vocabulary to communicate basic needs.
Reading Comprehension	<ul style="list-style-type: none">• Use non-verbal actions to respond to stories read to them.• Answer factual comprehension questions using 1-2 word responses.• Draw pictures from own experience related to a story/topic.• Follow simple one-step directions.• Identify basic sequence of	<ul style="list-style-type: none">• Use key words phrases or pictures to:• Answer factual comprehension questions to stories read to them.• Identify relationship between simple text and own experiences.• Follow simple one-step directions.• Identify basic sequence of events.

	<p>events using key words or pictures.</p> <ul style="list-style-type: none"> • Answer simple questions with 1 to 2 word responses. 	<ul style="list-style-type: none"> • Identify main idea in story read aloud. • Point out basic text features (title, table of contents and chapter headings.) • Answer simple questions with 1 to 2 word responses.
Literary Response and Analysis	<ul style="list-style-type: none"> • Listen and respond orally. • Draw pictures to identify setting and characters. 	<ul style="list-style-type: none"> • Listen and respond orally. • Orally identify characters and setting. • Orally distinguish between fiction and non-fiction. • Identify characteristics of fairy tales, folktales, myths and legends using pictures, lists, charts and tables.
Writing Strategies and Applications	<ul style="list-style-type: none"> • Copy alphabet and words commonly used and posted in the classroom. • Write a few words or phrases about an event or character from a story read by the teacher. • Write a phrase or simple sentence about an experience generated from a group story. 	<ul style="list-style-type: none"> • Write alphabet legibly. • Label key parts of common objects. • Create simple sentences or phrases with some assistance. • Use models to write short narratives. • In groups, write brief narratives and stories using a few grammatical forms.
Writing Conventions	<ul style="list-style-type: none"> • Use capital letters when writing own name. 	<ul style="list-style-type: none"> • Use capital letters with own name and to begin sentences. • Use a period at the end of a sentence.

ELD 2 Early Intermediate

English-language arts strand	Grades K-2	Grades 3-5
Listening and Speaking	<ul style="list-style-type: none"> • Begin to be understood when speaking. • Retell familiar stories using appropriate gestures, expressions and illustrative objects. • Orally communicate basic needs. • Recite familiar rhymes, songs and simple stories. 	<ul style="list-style-type: none"> • Begin to be understood when speaking. • Restate and execute multiple-step directions. • Use phrases or simple sentences to identify the main points of stories read aloud. • Orally communicate basic needs. • Recite familiar rhymes,

		songs and simple stories.
Word Analysis	<ul style="list-style-type: none"> • Produce English phonemes that students already hear and produce (K), initial/final consonants (1st), long/short vowels (2nd). • Recognize phonemes that students don't already hear and produce (1st/2nd). • Identify spoken words that begin with same initial consonant (K), same sound (1st), name initial consonant (2nd). • Demonstrate mastery of phonemic awareness standards K (in 1st), grade 1 (in 2nd). 	<ul style="list-style-type: none"> • Recognize and produce English phonemes that do not correspond to those they already hear and produce. • Recognize common English morphemes.
Vocabulary Development	<ul style="list-style-type: none"> • Read names of classmates, colors and numbers (K), begin to read simple vocabulary, phrases and sentences independently (1st/2nd), read aloud (1st/2nd). • Produce simple vocabulary to communicate basic needs in social and academic settings. • Begin self-correcting errors when speaking (K), when reading aloud (1st/2nd). 	<ul style="list-style-type: none"> • Apply content-related vocabulary, phrases and sentences independently. • Decode and interpret meanings of unfamiliar words • Self-correct some errors when speaking or reading aloud. • Read aloud with intonation one's own writing.
Reading Comprehension	<ul style="list-style-type: none"> • Use the content of a story to draw logical inferences. • Respond orally to stories read to them by answering questions. • Draw and label pictures related to a story or own experience. • Follow simple two-step directions. • Identify basic sequence of events using key words or phrases. • Ask and answer simple 	<ul style="list-style-type: none"> • After reading or listening to simple stories student can: • Use simple sentences to respond to detailed questions. • Orally identify relationship between written text and own experiences. • Follow simple two-step directions. • Identify basic sequence of events. • Identify basic text features (title, table of contents and

	questions using phrases or simple sentences.	chapter headings). <ul style="list-style-type: none"> Orally identify fact and opinion in familiar texts read aloud. Ask and answer simple questions with phrases or simple sentences.
Literary Response and Analysis	<ul style="list-style-type: none"> Respond orally by answering questions using simple sentences. Orally identify setting and characters. Recite simple poems. 	<ul style="list-style-type: none"> Respond to brief texts by answering factual questions. Orally identify main events. Recite simple poems. Describe orally the setting. Distinguish orally between poetry, drama, and short stories. Describe a character based on his or her actions.
Writing Strategies and Applications	<ul style="list-style-type: none"> Write simple sentences using key words commonly used and posted in the classroom. Write simple sentences about events or characters from familiar story read by the teacher. Write one or two simple sentences. 	<ul style="list-style-type: none"> Write a short narrative with setting and characters. Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences. Use a model to write a short paragraph of at least 4 sentences. Write words and sentences appropriate to content areas. Use a model to write a friendly letter. Produce independent writing that is understood when read.
Writing Conventions	<ul style="list-style-type: none"> Use capital letters to begin sentences or proper nouns. Use a period or question mark at the end of a sentence. Edit writing for basic conventions (capitals and periods). 	<ul style="list-style-type: none"> Use capital letters to begin sentences and for proper nouns. Use a period at the end of a sentence and some commas. Edit writing and make some corrections to punctuation, capitalization, and spelling.

ELD 3 Intermediate

English-language arts strand	Grades K-2	Grades 3-5
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Listening and Speaking	<ul style="list-style-type: none"> • Be understood when speaking. • Listen and identify key details and concepts using verbal/non-verbal responses. • Retell stories and talk using expanded vocabulary, descriptive words and paraphrasing. • Actively participate in social conversations on familiar topics. 	<ul style="list-style-type: none"> • Be understood using consistent standard English, with some errors. • Participate actively in social conversations on familiar topics. • Listen attentively to identify key details using oral/nonverbal responses. • Retell stories using expanded vocabulary and paraphrasing.
Word Analysis	<ul style="list-style-type: none"> • Recognize and name upper/lower case letters (K). • Pronounce most English phonemes correctly while reading aloud. • Track and represent the number, sameness/difference and order of 2-3 isolated phonemes (K), recognize sound/symbol and basic word formation rules (1st/2nd). • Identify and produce rhyming words (K), master all ELA phonemic awareness standards (1st/2nd). 	<ul style="list-style-type: none"> • Pronounce most English phonemes correctly while reading aloud. • Use common English morphemes in oral and silent reading.
Vocabulary Development	<ul style="list-style-type: none"> • Read simple one-syllable and high frequency words (K), use decoding skills to read more complex words (1st/2nd). • Identify beginning consonants of spoken words (K), match words with pictures, classify grade-level words (1st), recognize common abbreviations, simple pre/suffixes when attached to known vocabulary (2nd). • Describe common objects/events (K), use more 	<ul style="list-style-type: none"> • Use content vocabulary in discussions and reading. • Recognize some common root words and affixes. • Use knowledge of English morphemes, phonics, and syntax to decode and interpret meanings of unfamiliar words. • Self-correct some errors when speaking or reading aloud. • Read grade-appropriate narrative/expository texts aloud with expression. • Create a simple dictionary

	<p>complex vocabulary to express need and ideas (1st/2nd).</p> <ul style="list-style-type: none"> • Apply knowledge of content-related vocabulary to discussions and reading (1st/2nd). • Self-correct errors when speaking (K), when speaking and reading aloud (1st/2nd). 	of frequently used words.
Reading Comprehension	<ul style="list-style-type: none"> • Use the content of stories to draw logical inferences. • Read and use simple sentences to orally respond to stories. • Write captions of words or phrases for drawings related to a story. • Follow simple multi-step directions. • While reading orally in a group, point out basic text features. • Ask and answer instructional questions using simple sentences. 	<ul style="list-style-type: none"> • After reading student can: • Use detailed sentences to respond orally to comprehension questions. • Use detailed sentences to orally describe relationship between text and own experiences. • Follow multi-step directions. • Identify main ideas to make oral predictions supported by details. • Identify text features (title, table of contents, chapter headings, charts, glossaries, and indexes). • Identify fact/opinion and cause/effect in literature and content area texts orally. • Ask and answer instructional questions with some supporting elements.
Literary Response and Analysis	<ul style="list-style-type: none"> • Read simple poetry and respond by answering questions using simple sentences. • Use expanded vocabulary and descriptive words for oral and written responses to simple texts. 	<ul style="list-style-type: none"> • Use expanded vocabulary to paraphrase oral and written responses to texts. • Apply knowledge of language to derive meaning from literary texts.
Writing Strategies and Applications	<ul style="list-style-type: none"> • Produce independent writing that is understood when read. • Write short narratives that 	<ul style="list-style-type: none"> • Narrate a sequence of events with some detail. • Begin to use a variety of genres.

	include setting and character. <ul style="list-style-type: none"> • Following a model, use the writing process to independently write short paragraphs of at least 3 lines. • Write simple sentences in language arts/other content areas. • Write a friendly letter. 	<ul style="list-style-type: none"> • Independently create cohesive paragraphs that develop a central idea. • Use more complex vocabulary in all content areas. • Write a letter independently using detailed sentences. • Produce independent writing that is understood when read.
Writing Conventions	<ul style="list-style-type: none"> • Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling. • Use standard word order with some inconsistent forms. 	<ul style="list-style-type: none"> • Produce independent writing that may include some inconsistent use of capitalization, periods, and spelling. • Use standard word order but may have inconsistent grammatical forms.

ELD 4 Early Advanced

English-language arts strand	Grades K-2	Grades 3-5
Listening and Speaking	<ul style="list-style-type: none"> • Be understood when speaking using consistent forms with random errors. • Listen and orally identify key details and concepts. • Retell stories in greater detail (characters, setting and plot). • Participate/initiate extended social conversations on unfamiliar topics. • Recognize ways of speaking based on purpose, audience and subject matter. 	<ul style="list-style-type: none"> • Be understood using consistent standard English with random errors. • Participate and initiate extended social conversations on unfamiliar topics. • Listen to more complex stories/information on new topics to identify the main points and details. • Retell stories with greater detail (character, setting, plot, summary, analysis). • Recognize that speaking varies based on purpose, audience and subject matter. • Use figurative language and idiomatic expressions.
Word Analysis	<ul style="list-style-type: none"> • Master all grade level ELA phonemic awareness standards (K, 1st, 2nd). 	<ul style="list-style-type: none"> • Apply knowledge of common English morphemes in oral and

	<ul style="list-style-type: none"> • Understand alphabetic principle (K) create a series of rhyming words (1st). • Distinguish initial, medial and final sounds (K), long and short vowels in single syllable words (1st), recognize and use knowledge of spelling patterns when reading (2nd). • Use common English morphemes to derive meaning in oral and silent reading (1st/2nd). • Read one-syllable and high frequency words (1st), read fluently and accurately (2nd). • Recognize simple antonyms and synonyms in context (1st/2nd). • Begin independent reading (1st/2nd). 	<p>silent reading to derive meaning from literature and content area texts.</p>
Vocabulary Development	<ul style="list-style-type: none"> • Decode and read a list of words with some errors (1st/2nd). • Know the meaning and use simple pre-suffixes when attached to known vocabulary (2nd). • Recognize simple antonyms and synonyms in context of a story or game (1st/2nd). • Apply decoding skills and knowledge of academic/social vocabulary to begin reading independently (1st/2nd). • Self-monitor/correct speech (K), and oral reading (1st/2nd). 	<ul style="list-style-type: none"> • Use decoding skills and knowledge of vocabulary to read independently. • Use some common root words and affixes. • Use knowledge of English morphemes, phonics, and syntax to decode and interpret meanings of unfamiliar words. • Recognize that some words have multiple meanings. • Read complex texts aloud with appropriate pacing, intonation and expression. • Use a standard dictionary. • Recognize simple analogies and metaphors. • Use some common idioms.
Reading Comprehension	<ul style="list-style-type: none"> • Read and orally identify the main idea and use it to draw inferences. • Read and orally respond to questions about cause and 	<ul style="list-style-type: none"> • Generate and respond to comprehension questions. • Describe relationships between the text and own experience.

	<ul style="list-style-type: none"> effect. • Write a brief story summary. • Read and use basic text features. • Read and orally respond to content related text by restating facts and details to clarify ideas. • Ask and answer instructional questions with more extensive supporting elements. 	<ul style="list-style-type: none"> • Describe main ideas and supporting details. • Identify some structural patterns in text. • Use the text to draw conclusions. • Distinguish between fact/opinion, inference, and cause/effect. • Locate and identify the functions of text features such as diagrams, glossaries and indexes. • Ask and answer instructional questions with more extensive supporting elements.
Literary Response and Analysis	<ul style="list-style-type: none"> • Read short poems and orally identify the basic elements. • Read and orally identify literary elements of plot, setting and characters. • Read and identify beginning, middle and end of a story. 	<ul style="list-style-type: none"> • Identify and describe similes, metaphors, and personification. • Distinguish between literary connotations and symbols. • Identify metaphors and similes orally. • Identify motives of characters. • Recognize and describe directly stated themes. • Identify speaker or narrator orally. • Identify main conflict and resolution. • Recognize differences between first and third person.
Writing Strategies and Applications	<ul style="list-style-type: none"> • Produce independent writing using consistent standard grammatical forms. • Write short narratives that include setting, character, events. • Use the writing process to write short paragraphs that maintain a consistent focus. • Use complex vocabulary and sentences in language 	<ul style="list-style-type: none"> • Write a detailed summary of a story. • Arrange compositions according to simple organizational patterns. • Use complex vocabulary and sentences for language arts and other content areas. • Independently write a persuasive letter. • Write multi-paragraph

	arts/other content areas. <ul style="list-style-type: none"> • Write a formal letter. 	narrative and expository compositions.
Writing Conventions	<ul style="list-style-type: none"> • Produce independent writing, may include some inconsistent use of capitalization, periods and correct spelling. • Use standard word order with some inconsistent grammatical forms. • Edit writing for some conventions (capitals and periods). • Spell 3-4 letter short-vowel words, grade level sight words and frequently used irregular words correctly. 	<ul style="list-style-type: none"> • Produce independent writing with consistent use of capitalization, periods, and spelling. • Use standard word order. • Edit writing to check the basic mechanics of writing. • Spell correctly one-syllable words, roots/suffixes/prefixes • Arrange words in alphabetical order.

ELD 5 Advanced

English-language arts strand	Grades K-2	Grades 3-5
Listening and Speaking	<ul style="list-style-type: none"> • Speak clearly using standard forms. • Listen to new information and identify orally and in writing details and concepts. • Demonstrate understanding of idiomatic expressions. • Narrate and paraphrase events in greater detail using more expanded vocabulary. • Consistently use ways of speaking and writing that vary based on purpose, audience and subject matter. 	<ul style="list-style-type: none"> • Listen to stories and subject area topics to identify the main points and details. • Use and respond to idiomatic expressions appropriately. • Negotiate and initiate social conversations by questioning, restating, and paraphrasing. • Consistently speak and write according to audience, purpose and subject matter.
Word Analysis	<ul style="list-style-type: none"> • Match all consonant and short vowel to letters (K). • Read simple 1-syllable and high frequency words (K), common and irregular sight words, compound words, contractions and word families (1st). • Add, delete or change target sounds to change words (1st). 	<ul style="list-style-type: none"> • Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.

	<ul style="list-style-type: none"> • Recognize and use knowledge of spelling patterns when reading (2nd). • Apply knowledge of common English morphemes to derive meaning in oral and silent reading (1st/2nd). • Read aloud with fluency in a manner that sounds like natural speech (1st). 	
Vocabulary Development	<ul style="list-style-type: none"> • Apply knowledge of basic syllabication rules (2nd). • Read simple one-syllable and high frequency words (K). Apply decoding skills and knowledge of academic/social vocabulary to achieve independent reading (2nd). • Decode and read a list of grade level words in isolation and in context (1st/2nd). • Recognize words that have multiple meanings (2nd). • Explain common antonyms and synonyms (2nd). • Read grade level material aloud (1st), read narratives and texts aloud with appropriate pacing, intonation and expression (2nd). 	<ul style="list-style-type: none"> • Apply knowledge of common root words and affixes when they are attached to known vocabulary. • Recognize that some words have multiple meanings and apply this knowledge consistently. • Apply knowledge of academic and social vocabulary to achieve independent reading. • Use common idioms, some analogies and metaphors. • Use a standard dictionary with unknown words. • Read narrative and expository text aloud with appropriate pacing, intonation, and expression.
Reading Comprehension	<ul style="list-style-type: none"> • Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources). • Locate and use text features. • Negotiate/initiate extended social conversations by 	<ul style="list-style-type: none"> • Use the text to draw inferences and conclusions and make generalizations. • Describe main ideas and details. • Use text features (format, charts, glossaries, and indexes) to locate and draw information from text. • Identify significant structural patterns in text (compare/contrast,

	questioning and restating.	sequence, and cause/effect). <ul style="list-style-type: none"> Distinguish between fact/opinion, inference, and cause/effect.
Literary Response and Analysis	<ul style="list-style-type: none"> Describe the elements of poetry. Read and respond orally and in writing to literature. Compare and contrast literary elements of different authors. 	<ul style="list-style-type: none"> Describe the major characteristics of poetry, drama, fiction, and nonfiction. Identify and evaluate the author's use of various techniques to influence readers' perspectives. Recognize and describe themes stated directly or implied in literary texts. Compare and contrast the motives of characters in a work of fiction.
Writing Strategies and Applications	<ul style="list-style-type: none"> Produce independent writing using correct grammar forms. Write short narratives that describe setting, character, objects and events. Use the writing process to write coherent sentences and paragraphs. Write short narratives for language arts/other content areas. 	<ul style="list-style-type: none"> Write appropriately for language arts and other content areas. Write a persuasive composition by using standard grammatical forms. Write narratives that describe the setting, characters, objects, and events. Write multiple-paragraph narrative and expository compositions. Independently use all the steps of the writing process.
Writing Conventions	<ul style="list-style-type: none"> Produce writing that demonstrates a command of the conventions of standard English. Use complete sentences and correct word order. Use correct parts of speech, including correct subject/verb agreement. Edit writing for punctuation, capitalization and spelling. 	<ul style="list-style-type: none"> Use complete sentences and correct word order. Use correct parts of speech including subject/verb agreement. Edit writing for punctuation, capitalization, and spelling Produce writing that demonstrates a command of the conventions of standard English.

Physical Education (K-2)

Kindergarten	1 st Grade	2 nd Grade
<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><i>Movement Concepts</i></p> <p>1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.</p> <p>1.2 Travel forward and sideways while changing direction quickly in response to a signal.</p> <p>1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.</p> <p>1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.</p> <p><i>Body Management</i></p> <p>1.5 Create shapes by using nonlocomotor movements. Balance on one, two, three, four, and five body parts.</p> <p>1.7 Balance while walking forward and sideways on a narrow, elevated surface.</p> <p>1.8 Demonstrate the relationship of <i>under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of</i> by using the body and an object.</p> <p><i>Locomotor Movement</i></p> <p>1.9 Perform a continuous log roll.</p> <p>1.10 Travel in straight, curved,</p>	<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><i>Movement Concepts</i></p> <p>1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.</p> <p>1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.</p> <p>1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.</p> <p>1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).</p> <p>1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.</p> <p><i>Body Management</i></p> <p>1.6 Balance oneself, demonstrating momentary</p>	<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><i>Movement Concepts</i></p> <p>1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.</p> <p><i>Body Management</i></p> <p>1.2 Transfer weight from feet to hands and from hands to feet, landing with control.</p> <p>1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.</p> <p>1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll)</p> <p><i>Locomotor Movement</i></p> <p>1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.</p> <p>1.6 Skip and leap, using proper form.</p> <p><i>Manipulative Skills</i></p> <p>1.7 Roll a ball for distance, using proper form.</p> <p>1.8 Throw a ball for distance, using proper form.</p> <p>1.9 Catch a gently thrown ball above the waist, reducing the impact force.</p> <p>1.10 Catch a gently thrown ball below the waist, reducing the impact force.</p> <p>1.11 Kick a slowly rolling ball.</p>

<p>and zigzag pathways.</p> <p>1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.</p> <p><i>Manipulative Skills</i></p> <p>1.12 Strike a stationary ball or balloon with the hands, arms, and feet.</p> <p>1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.</p> <p>1.14 Kick a stationary object, using a simple kicking pattern.</p> <p>1.15 Bounce a ball continuously, using two hands.</p> <p><i>Rhythmic Skills</i></p> <p>1.16 Perform locomotor and nonlocomotor movements to a steady beat.</p> <p>1.17 Clap in time to a simple, rhythmic beat.</p> <p>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p><i>Movement Concepts</i></p> <p>2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.</p> <p>2.2 Identify and independently use personal space, general space, and boundaries and discuss why</p>	<p>stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.</p> <p><i>Locomotor Movement</i></p> <p>1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.</p> <p>1.8 Land on both feet after taking off on one foot and on both feet.</p> <p>1.9 Jump a swinging rope held by others.</p> <p><i>Manipulative Skills</i></p> <p>1.10 Demonstrate the underhand movement (throw) pattern.</p> <p>1.11 Demonstrate the overhand movement (throw) pattern.</p> <p>1.12 Demonstrate the two-handed overhead (throw) pattern.</p> <p>1.13 Catch, showing proper form, a gently thrown ball.</p> <p>1.14 Catch a self-tossed ball.</p> <p>1.15 Catch a self-bounced ball.</p> <p>1.16 Kick a rolled ball from a stationary position.</p> <p>1.17 Kick a stationary ball, using a smooth, continuous running approach.</p> <p>1.18 Strike a balloon upward continuously, using arms, hands, and feet.</p> <p>1.19 Strike a balloon upward continuously, using a large, short-handled paddle.</p> <p>1.20 Dribble a ball in a forward direction, using the inside of the foot.</p> <p>1.21 Dribble a ball</p>	<p>1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.</p> <p>1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.</p> <p>1.14 Hand-dribble, with control, a ball for a sustained period.</p> <p>1.15 Foot-dribble, with control, a ball along the ground.</p> <p>1.16 Jump a rope turned repeatedly.</p> <p><i>Rhythmic Skills</i></p> <p>1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.</p> <p>1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.</p> <p>1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.</p> <p>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p><i>Movement Concepts</i></p> <p>2.1 Define <i>open space</i>.</p> <p>2.2 Explain how to reduce the impact force of an oncoming object.</p> <p><i>Body Management</i></p> <p>2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.</p>
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<p>they are important.</p> <p><i>Body Management</i></p> <p>2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.</p> <p>2.4 Explain base of support.</p> <p><i>Locomotor Movement</i></p> <p>2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.</p> <p><i>Manipulative Skills</i></p> <p>2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.</p> <p>2.7 Identify the point of contact for kicking a ball in a straight line.</p> <p>2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.</p> <p>Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>3.1 Participate in physical activities that are enjoyable and challenging.</p> <p><i>Aerobic Capacity</i></p> <p>3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><i>Muscular Strength/Endurance</i></p> <p>3.3 Hang from overhead bars for increasing periods of time.</p> <p>3.4 Climb a ladder, jungle</p>	<p>continuously with one hand.</p> <p><i>Rhythmic Skills</i></p> <p>1.22 Create or imitate movement in response to rhythms and music.</p> <p>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p><i>Movement Concepts</i></p> <p>2.1 Identify the right and left sides of the body and movement from right to left and left to right.</p> <p>2.2 Identify people/objects that are within personal space and within boundaries.</p> <p><i>Body Management</i></p> <p>2.3 Identify the base of support of balanced objects.</p> <p><i>Locomotor Movement</i></p> <p>2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.</p> <p><i>Manipulative Skills</i></p> <p>2.5 Identify examples of underhand and overhand movement patterns.</p> <p>2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence travel.</p> <p>2.7 Explain that the nonthrowing arm and hand provide balance and can</p>	<p>2.4 Explain why one hand or foot is often preferred when practicing movement skills.</p> <p><i>Locomotor Movement</i></p> <p>2.5 Compare and contrast locomotor movements conducted to even and uneven beats.</p> <p><i>Manipulative Skills</i></p> <p>2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.</p> <p>2.7 Identify different opportunities to use striking skills.</p> <p>2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.</p> <p>2.9 Explain key elements of throwing for distance.</p> <p>2.10 Identify the roles of body parts not directly involved in catching objects.</p> <p>2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.</p> <p>2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.</p> <p>2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.</p> <p>2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.</p> <p>Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>3.1 Participate in enjoyable and challenging physical</p>
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<p>gym, or apparatus.</p> <p><i>Flexibility</i></p> <p>3.5 Stretch shoulders, legs, arms, and back without bouncing.</p> <p><i>Body Composition</i></p> <p>3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p> <p><i>Assessment</i></p> <p>3.7 Identify indicators of increased capacity to participate in vigorous physical activity.</p> <p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>4.1 Identify physical activities that are enjoyable and challenging.</p> <p>4.2 Describe the role of water as an essential nutrient for the body.</p> <p>4.3 Explain that nutritious food provides energy for physical activity.</p> <p><i>Aerobic Capacity</i></p> <p>4.4 Identify the location of the heart and explain that it is a muscle.</p> <p>4.5 Explain that physical activity increases the heart rate.</p> <p>4.6 Identify the location of the lungs and explain the role of the lungs in the collection of</p>	<p>influence the direction a tossed object and a thrown object travel.</p> <p>2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.</p> <p>2.9 Describe the proper hand and finger position for catching a ball.</p> <p>2.10 Demonstrate and explain how to reduce the impact force while catching an object.</p> <p>2.11 Identify the placement of the nonkicking foot when kicking with a smooth, running approach.</p> <p>2.12 Identify the location of the contact point to strike an object upward.</p> <p>2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.</p> <p>Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>3.1 Participate in physical activities that are enjoyable and challenging.</p> <p><i>Aerobic Capacity</i></p> <p>3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><i>Muscular Strength/Endurance</i></p>	<p>activities for increasing periods of time.</p> <p><i>Aerobic Capacity</i></p> <p>3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><i>Muscular Strength/Endurance</i></p> <p>3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.</p> <p>3.4 Traverse the overhead ladder one bar at a time.</p> <p><i>Flexibility</i></p> <p>3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.</p> <p><i>Body Composition</i></p> <p>3.6 Engage in moderate to vigorous physical activity for increasing periods of time.</p> <p><i>Assessment</i></p> <p>3.7 Measure improvements in individual fitness levels.</p> <p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>4.1 Explain the fuel requirements of the body during physical activity and inactivity.</p> <p>4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.</p>
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<p>oxygen. <i>Muscular Strength/Endurance</i> 4.7 Explain that strong muscles help the body to climb, hang, push, and pull. 4.8 Describe the role of muscles in moving the bones.</p> <p><i>Flexibility</i> 4.9 Identify the body part involved when stretching.</p> <p><i>Body Composition</i> 4.10 Explain that the body is composed of bones, organs, fat, and other tissues.</p> <p>Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p><i>Self-Responsibility</i> 5.1 Identify the feelings that result from participation in physical activity. 5.2 Participate willingly in physical activities.</p> <p><i>Social Interaction</i> 5.3 Demonstrate the characteristics of sharing in a physical activity. 5.4 Describe how positive social interaction can make physical activity with others more fun.</p> <p><i>Group Dynamics</i> 5.5 Participate as a leader and a follower during physical activities.</p>	<p>3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.</p> <p>3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor. 3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.</p> <p><i>Flexibility</i> 3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.</p> <p><i>Body Composition</i> 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p> <p><i>Assessment</i> 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.</p> <p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p><i>Fitness Concepts</i> 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without</p>	<p>4.3 Identify ways to increase time for physical activity outside of school. 4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed. 4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.</p> <p><i>Aerobic Capacity</i> 4.6 Compare and contrast the function of the heart during rest and during physical activity. 4.7 Describe the relationship between the heart and lungs during physical activity. 4.8 Compare and contrast changes in heart rate before, during, and after physical activity.</p> <p><i>Muscular Strength/Endurance</i> 4.9 Describe how muscle strength and muscle endurance enhance motor skill performance. 4.10 Identify muscles being strengthened during the performance of particular physical activities. 4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles. 4.12 Explain the role that weight-bearing activities play in bone strength.</p> <p><i>Flexibility</i> 4.13 Identify the muscles being stretched during the performance of particular physical activities.</p>
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	<p>stopping.</p> <p>4.2 Explain the importance of drinking water during and after physical activity.</p> <p>4.3 Explain that nutritious food provides energy for alertness and mental concentration.</p> <p><i>Aerobic Capacity</i></p> <p>4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.</p> <p>4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.</p> <p>4.6 Identify physical activities that cause the heart to beat faster.</p> <p>4.7 Describe the role of blood in transporting oxygen from the lungs.</p> <p><i>Muscular Strength/Endurance</i></p> <p>4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.</p> <p>4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.</p> <p><i>Flexibility</i></p> <p>4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.</p> <p>4.11 Diagram how flexible muscles allow more range of motion in physical activity.</p> <p><i>Body Composition</i></p>	<p>4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.</p> <p><i>Body Composition</i></p> <p>4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.</p> <p>Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p><i>Self-Responsibility</i></p> <p>5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.</p> <p>5.2 Accept responsibility for one's own behavior in a group activity.</p> <p><i>Social Interaction</i></p> <p>5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.</p> <p>5.4 Encourage others by using verbal and nonverbal communication.</p> <p>5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p>5.6 Demonstrate how to solve a problem with another person during physical activity.</p> <p><i>Group Dynamics</i></p> <p>5.7 Participate positively in physical activities that rely on cooperation.</p>
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	<p>4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).</p> <p>Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p><i>Self-Responsibility</i></p> <p>5.1 Participate willingly in new physical activities.</p> <p>5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><i>Social Interaction</i></p> <p>5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.</p> <p>5.4 Invite others to use equipment or apparatus before repeating a turn.</p> <p><i>Group Dynamics</i></p> <p>5.5 Identify and demonstrate the attributes of an effective partner in physical activity.</p> <p>5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p>	
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Physical Education (3-5)

3rd Grade	4th Grade	5th Grade
<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><i>Movement Concepts</i> 1.1 Chase, flee, and move away from others in a constantly changing environment.</p> <p><i>Body Management</i> 1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts. 1.3 Perform a forward roll. 1.4 Perform a straddle roll.</p> <p><i>Locomotor Movement</i> 1.5 Jump continuously a forward-turning rope and a backward-turning rope.</p> <p><i>Manipulative Skills</i> 1.6 Balance while traveling and manipulating an object on a ground-level balance beam. 1.7 Catch, while traveling, an object thrown by a stationary partner. 1.8 Roll a ball for accuracy toward a target. 1.9 Throw a ball, using the overhand movement pattern with increasing accuracy. 1.10 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught. 1.11 Kick a ball to a stationary</p>	<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><i>Body Management</i> 1.1 Perform simple balance stunts with a partner while sharing a common base of support. 1.2 Change direction quickly to maintain the spacing between two players. 1.3 Change direction quickly to increase the spacing between two players. 1.4 Determine the spacing between offensive and defensive players based on the speed of the players.</p> <p><i>Locomotor Movement</i> 1.5 Jump a self-turned rope.</p> <p><i>Manipulative Skills</i> 1.6 Throw and catch an object with a partner while both partners are moving. 1.7 Throw overhand at increasingly smaller targets, using proper follow-through. 1.8 Throw a flying disc for distance, using the backhand movement pattern. 1.9 Catch a fly ball above the head, below the waist, and away from the body. 1.10 Kick a ball to a moving partner, using the inside of the foot. 1.11 Kick a stationary ball from the ground into the air. 1.12 Punt a ball dropped from the hands.</p>	<p>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><i>Body Management</i> 1.1 Perform simple small-group balance stunts by distributing weight and base of support.</p> <p><i>Locomotor Movement</i> 1.2 Jump for height, using proper takeoff and landing form. 1.3 Jump for distance, using proper takeoff and landing form.</p> <p><i>Manipulative Skills</i> 1.4 Enter, jump, and leave a long rope turned by others. 1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern. 1.6 Throw and catch an object underhand and overhand while avoiding an opponent. 1.7 Field a thrown ground ball. 1.8 Punt a ball, dropped from the hands, at a target. 1.9 Stop a kicked ball by trapping it with the foot while moving. 1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern. 1.11 Hit a softly tossed ball backhanded with a paddle or</p>

<p>partner, using the inside of the foot.</p> <p>1.12 Strike a ball continuously upward, using a paddle or racket.</p> <p>1.13 Hand-dribble a ball continuously while moving around obstacles.</p> <p>1.14 Foot-dribble a ball continuously while traveling and changing direction.</p> <p><i>Rhythmic Skills</i></p> <p>1.15 Perform a line dance, a circle dance, and a folk dance with a partner.</p> <p>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p><i>Movement Concepts</i></p> <p>2.1 Describe how changing speed and changing direction can allow one person to move away from another.</p> <p><i>Manipulative Skills</i></p> <p>2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.</p> <p>2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.</p> <p>2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.</p> <p>2.5 Identify the differences between dribbling a ball (with</p>	<p>1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.</p> <p>1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.</p> <p>1.15 Strike a gently tossed ball with a bat, using a side orientation.</p> <p>1.16 Keep a foot-dribbled ball away from a defensive partner.</p> <p>1.17 Keep a hand-dribbled ball away from a defensive partner.</p> <p>1.18 Manipulate an object by using a long-handled implement.</p> <p>1.19 Stop a kicked ball by trapping it with the foot while standing still.</p> <p>1.20 Volley a tossed lightweight ball, using the forearm pass.</p> <p><i>Rhythmic Skills</i></p> <p>1.21 Perform a series of basic square-dance steps.</p> <p>1.22 Perform a routine to music that includes even and uneven locomotor patterns.</p> <p>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p><i>Movement Concepts</i></p> <p>2.1 Explain the difference between offense and defense.</p> <p>2.2 Describe ways to create more space between an offensive player and a</p>	<p>racket.</p> <p>1.12 Strike a tossed ball, with different implements, from a side orientation.</p> <p>1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.</p> <p>1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.</p> <p>1.15 Dribble a ball and kick it toward a goal while being guarded.</p> <p>1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.</p> <p>1.17 Volley a tossed ball to an intended location.</p> <p><i>Rhythmic Skills</i></p> <p>1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.</p> <p>1.19 Design and perform a routine to music that involves manipulation of an object.</p> <p>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p> <p><i>Movement Concepts</i></p> <p>2.1 Explain the importance of open space in playing sport-related games.</p> <p>2.2 Explain the differences in applying and receiving force when jumping for height and distance.</p> <p><i>Body Management</i></p> <p>2.3 Explain how to adjust</p>
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<p>the hand and the foot, separately) while moving forward and when changing direction.</p> <p><i>Rhythmic Skills</i></p> <p>2.6 Define the terms <i>folk dance</i>, <i>line dance</i>, and <i>circle dance</i>.</p> <p>2.7 Compare and contrast folk dances, line dances, and circle dances.</p> <p>Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>3.1 Demonstrate warm-up and cool-down exercises.</p> <p>3.2 Demonstrate how to lift and carry objects correctly.</p> <p><i>Aerobic Capacity</i></p> <p>3.2 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.</p> <p><i>Muscular Strength/Endurance</i></p> <p>3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.</p> <p>3.5 Climb a vertical pole or rope.</p>	<p>defensive player.</p> <p><i>Body Management</i></p> <p>2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.</p> <p>2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.</p> <p><i>Manipulative Skills</i></p> <p>2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.</p> <p>2.6 Distinguish between punting and kicking and describe the similarities and differences.</p> <p>2.7 Compare and contrast dribbling a ball without a defender and with a defender.</p> <p>2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.</p> <p>2.9 Identify key body positions used for volleying a ball.</p> <p><i>Rhythmic Skills</i></p> <p>2.10 Design a routine to music that includes even and uneven locomotor patterns.</p> <p>Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>3.1 Participate in appropriate warm-up and cool-down</p>	<p>body position to catch a ball thrown off-center.</p> <p><i>Manipulative Skills</i></p> <p>2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.</p> <p><i>Rhythmic Skills</i></p> <p>2.5 Design a routine to music, changing speed and direction while manipulating an object.</p> <p>Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.</p> <p>3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.</p> <p><i>Aerobic Capacity</i></p> <p>3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.</p> <p><i>Muscular Strength/Endurance</i></p> <p>3.4 Perform an increasing number of oblique curl-ups on each side.</p>
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<p><i>Flexibility</i> 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.</p> <p><i>Body Composition</i> 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p> <p><i>Assessment</i> 3.8 Measure and record improvement in individual fitness activities.</p> <p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p><i>Fitness Concepts</i> 4.1 Identify the body's normal reactions to moderate to vigorous physical activity. 4.2 List and define the components of physical fitness. 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity. 4.4 Recognize that the body will adapt to increased workloads. 4.5 Explain that fluid needs are linked to energy expenditure. 4.6 Discuss the need for oxygen and fuel to be available during ongoing</p>	<p>exercises for particular physical activities. 3.2 Demonstrate the correct body position for pushing and pulling large objects.</p> <p><i>Aerobic Capacity</i> 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.</p> <p><i>Muscular Strength/Endurance</i> 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups. 3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.</p> <p><i>Flexibility</i> 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves.</p> <p><i>Body Composition</i> 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p> <p><i>Assessment</i> 3.8 Measure and record changes in aerobic capacity and muscular strength, using</p>	<p>3.5 Perform increasing numbers of triceps push-ups.</p> <p><i>Flexibility</i> 3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.</p> <p><i>Body Composition</i> 3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.</p> <p><i>Assessment</i> 3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment. 3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.</p> <p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p><i>Fitness Concepts</i> 4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity. 4.2 Explain why dehydration impairs temperature regulation and physical and mental</p>
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<p>muscle contraction so that heat and waste products are removed.</p> <p><i>Aerobic Capacity</i></p> <p>4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.</p> <p>4.8 Describe and record the changes in heart rate before, during, and after physical activity.</p> <p><i>Muscular Strength/Endurance</i></p> <p>4.9 Explain that a stronger heart muscle can pump more blood with each beat.</p> <p>4.10 Identify which muscles are used in performing muscular endurance activities.</p> <p>4.11 Name and locate the major muscles of the body.</p> <p>4.12 Describe and demonstrate how to relieve a muscle cramp.</p> <p>4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.</p> <p><i>Flexibility</i></p> <p>4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.</p> <p>4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.</p> <p><i>Body Composition</i></p> <p>4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long</p>	<p>scientifically based health-related physical fitness assessments.</p> <p>3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health related physical fitness assessments.</p> <p>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p> <p><i>Fitness Concepts</i></p> <p>4.1 Identify the correct body alignment for performing lower-body stretches.</p> <p>4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.</p> <p>4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.</p> <p>4.4 Identify healthful choices for meals and snacks that help improve physical performance.</p> <p>4.5 Explain why the body needs water before, during, and after physical activity.</p> <p>4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.</p> <p>4.7 Explain the purpose of warm-up and cool-down</p>	<p>performance.</p> <p>4.3 Develop and describe three short-term and three long-term fitness goals.</p> <p>4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.</p> <p>4.5 Explain the elements of warm-up and cool-down activities.</p> <p>4.6 Record water intake before, during, and after physical activity.</p> <p>4.7 Describe the principles of training and the application to each of the components of health-related physical fitness.</p> <p><i>Aerobic Capacity</i></p> <p>4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.</p> <p>4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.</p> <p>4.10 Compare target heart rate and perceived exertion during physical activity.</p> <p>4.11 Measure and record the heart rate before, during, and after vigorous physical activity.</p> <p>4.12 Explain how technology can assist in the pursuit of physical fitness.</p> <p><i>Muscular Strength/Endurance</i></p> <p>4.13 Explain the benefits of having strong arm, chest, and back muscles.</p>
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<p>periods of moderate physical activity.</p> <p>Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p><i>Self-Responsibility</i> 5.1 Set a personal goal to improve a motor skill and work toward that goal in nonschool time. 5.2 Collect data and record progress toward mastery of a motor skill. 5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.</p> <p><i>Social Interaction</i> 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities. 5.5 Demonstrate respect for individual differences in physical abilities.</p> <p><i>Group Dynamics</i> 5.6 Work in pairs or small groups to achieve an agreed-upon goal.</p>	<p>periods.</p> <p><i>Aerobic Capacity</i> 4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15 second intervals. 4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion. 4.10 Identify two characteristics of physical activity that build aerobic capacity. 4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.</p> <p><i>Muscular Strength/Endurance</i> 4.12 Describe the difference between muscular strength and muscular endurance. 4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children. 4.14 Recognize how strengthening major muscles can improve performance at work and play. 4.15 Describe the correct form to push and pull heavy objects.</p> <p><i>Flexibility</i> 4.16 Explain the value of increased flexibility when participating in physical activity.</p> <p><i>Body Composition</i> 4.17 Explain the effect of regular, sustained physical</p>	<p><i>Flexibility</i> 4.14 Explain the benefits of stretching after warm-up activities.</p> <p><i>Body Composition</i> 4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended. 4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.</p> <p>Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p><i>Self-Responsibility</i> 5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school. 5.2 Work toward a long-term physical activity goal and record data on one's progress. 5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each. 5.4 Act in a safe and healthy manner when confronted with negative peer pressure during</p>
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	<p>activity on the body's ability to consume calories and burn fat for energy.</p> <p>Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p><i>Self-Responsibility</i> 5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time. 5.2 Collect data and record progress toward attainment of a personal fitness goal. 5.3 Accept responsibility for one's own performance without blaming others. 5.4 Respond to winning and losing with dignity and respect.</p> <p><i>Social Interaction</i> 5.5 Include others in physical activities and respect individual differences in skill and motivation.</p> <p><i>Group Dynamics</i> 5.5 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge of physical fitness.</p>	<p>physical activity.</p> <p><i>Social Interaction</i> 5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities. 5.6 Acknowledge orally the contributions and strengths of others.</p> <p><i>Group Dynamics</i> 5.7 Accommodate individual differences in others' physical abilities in small-group activities. 5.8 Appreciate physical games and activities reflecting diverse heritages.</p>
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Crescendo will use the California Content Standards to align the curriculum, assess and monitor student progress; design systematic support and intervention programs; and encourage parent investment and community involvement.

Mathematics
Number Sense

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<p>1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:</p> <p>1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.</p> <p>1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b, a to b, $a:b$).</p> <p>1.3 Use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.</p> <p>1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.</p> <p>2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:</p> <p>2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.</p> <p>2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g., $5/8 \div 15/16 = 5/8 \times 16/15 = 2/3$).</p> <p>2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.</p> <p>6th Number Sense (cont)</p> <p>2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).</p>

Algebra and Functions

6 th
<p>1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:</p> <p>1.1 Write and solve one-step linear equations in one variable.</p> <p>1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.</p> <p>1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.</p> <p>1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.</p> <p>2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:</p> <p>2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to</p>

inches).

2.2 Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.

2.3 Solve problems involving rates, average speed, distance, and time.

3.0 Students investigate geometric patterns and describe them algebraically:

3.1 Use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$, $A = 1/2bh$, $C = \pi d$ - the formulas for the perimeter of a rectangle, the area of a triangle, and the circumference of a circle, respectively).

3.2 Express in symbolic form simple relationships arising from geometry.

Measurement and Geometry

6th

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:

1.1 Understand the concept of a constant such as π ; know the formulas for the circumference and area of a circle.

1.2 Know common estimates of π (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.

1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base \times height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.

2.0 Students identify and describe the properties of two-dimensional figures:

2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.

2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.

2.3 Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).

Statistics, Data Analysis, and Probability

6th

1.0 Students compute and analyze statistical measurements for data sets:

1.1 Compute the range, mean, median, and mode of data sets.

1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.

1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.

1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.

2.0 Students use data samples of a population and describe the characteristics and limitations of the samples:

2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.

2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.

2.3 Analyze data displays and explain why the way in which the question was asked might have

influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.

2.4 Identify data that represent sampling errors and explain why the sample (and the display) might be biased.

2.5 Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.

3.0 Students determine theoretical and experimental probabilities and use these to make predictions about events:

3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.

3.2 Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).

3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1 - P$ is the probability of an event not occurring.

3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.

3.5 Understand the difference between independent and dependent events.

Mathematical Reasoning

6th

World History and Geography: Ancient Civilizations

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.

2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

4. Know the significance of Hammurabi's Code.

5. Discuss the main features of Egyptian art and architecture.

6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.

7. Understand the significance of Queen Hatshepsut and Ramses the Great.

8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

9. Trace the evolution of language and its written forms.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the

Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

6th World History and Geography: Ancient Civilizations (cont)

2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
4. Outline the social structure of the caste system.
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).
- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
 2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
 3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
 4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
 5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
 6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
 7. Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.
 8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.
- 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
 2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
 4. Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.
 5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.
 6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).
 7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
 8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Science

Heat (Thermal Energy) (Physical Science)

6th

3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:
- Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
 - Students know that when fuel is consumed, most of the energy released becomes heat energy.
 - Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
 - Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

Energy in the Earth System

4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:
- Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
 - Students know solar energy reaches Earth through radiation, mostly in the form of visible light.
 - Students know heat from Earth's interior reaches the surface primarily through convection.
 - Students know convection currents distribute heat in the atmosphere and oceans.
 - Students know differences in pressure, heat, air movement, and humidity result in changes of weather.
- quantities of light and water, a range of temperatures, and soil composition.

Life Sciences

Ecology (Life Science)

6th

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
- Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
 - Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
 - Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
 - Students know different kinds of organisms may play similar ecological roles in similar biomes.
 - Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors.

Earth Sciences

Plate Tectonics and Earth's Structure

6th

1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:
- Students know evidence of plate tectonics is derived from the fit of the continents; the

<p>location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.</p> <p>b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.</p> <p>c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.</p> <p>d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.</p> <p>e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.</p> <p>f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.</p> <p>g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.</p> <p><i>Shaping Earth's Surface</i></p> <p>2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:</p> <p>a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.</p> <p>b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.</p> <p>c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.</p> <p>d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.</p>
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Investigation and Experimentation

<p>6th</p> <p>7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> <p>a. Develop a hypothesis.</p> <p>b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.</p> <p>c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.</p> <p>d. Communicate the steps and results from an investigation in written reports and oral presentations.</p> <p>e. Recognize whether evidence is consistent with a proposed explanation.</p> <p>f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.</p> <p>g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).</p> <p>h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g.,</p>

a tree limb, a grove of trees, a stream, a hill slope).

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Identify and interpret figurative language and words with multiple meanings.

1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

1.5 Understand and explain “shades of meaning” in related words (e.g., *softly* and *quietly*).

Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Structural Features of Informational Materials

2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Expository Critique

2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.

2.7 Make reasonable assertions about a text through accurate, supporting citations. 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect

and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Identify the forms of fiction and describe the major characteristics of each form.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

3.3 Analyze the influence of setting on the problem and its resolution.

3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).

3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Literary Criticism

3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

WRITING

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

1.2 Create multiple-paragraph expository compositions:

a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.

1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision

1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Writing Applications
Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
Using the writing strategies of grade six outlined in Writing Standard 1.0, students: 2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense). 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed. 2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography. 2.4 Write responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence. 2.5 Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments.
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS
Students write and speak with a command of standard English conventions appropriate to this grade level.
<i>Sentence Structure</i> 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. <i>Grammar</i> 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. <i>Punctuation</i> 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. <i>Capitalization</i> 1.4 Use correct capitalization. <i>Spelling</i> 1.5 Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).

Listening and Speaking Strategies
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
<p><i>Comprehension</i></p> <p>1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p>1.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>1.3 Restate and execute multiple-step oral instructions and directions.</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p>1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.</p> <p>1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p>1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.</p> <p><i>Analysis and Evaluation of Oral and Media Communications</i></p> <p>1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p> <p>1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>
Speaking Applications
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
<p>Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:</p> <p>2.1 Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).</p> <p>2.2 Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</p> <p>2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.</p> <p>2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or</p>

proposal.

2.5 Deliver presentations on problems and solutions:

- a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
- b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.2

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi's Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

6.3

Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration*).
3. State the key differences between Athenian, or direct, democracy and representative democracy.
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
4. Outline the social structure of the caste system.
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
6. Describe the growth of the Maurya empire and the political and moral achievements of

the emperor Asoka.

7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*; medicine; metallurgy; and mathematics, including Hindu- Arabic numerals and the zero).

6.6

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.

4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.

8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

6.7

Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.

5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.

6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

Visual and Performing Arts/Dance

1.0 ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance
Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.
<i>Development of Motor Skills and Technical Expertise</i>
1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.
1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.
<i>Comprehension and Analysis of Dance Elements</i>
1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.
1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.
<i>Development of Dance Vocabulary</i>
1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary .

2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in Dance
Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.
<i>Creation/Invention of Dance Movement</i>
2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.
2.2 Compare and demonstrate the difference between imitating movement and creating original material.
<i>Application of Choreographic Principles and Processes to Creating Dance</i>
2.3 Describe and incorporate dance forms in dance studies. 2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon). 2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.
<i>Communication of Meaning in Dance Through Dance Performance</i>
2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.
2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.
<i>Development of Partner and Group Skills</i>
2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).

3.0 HISTORICAL AND CULTURAL CONTEXT
Understanding the Historical Contributions and Cultural Dimensions of Dance
Students analyze the function and development of dance in past and present cultures throughout

the world, noting human diversity as it relates to dance and dancers.
<i>Development of Dance</i>
3.1 Compare and contrast features of dances already performed from different countries.
<i>History and Function of Dance</i>
3.2 Explain the importance and function of dance in students' lives.
<i>Diversity of Dance</i>
3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).

4.0 AESTHETIC VALUING
Responding to, Analyzing, and Making Judgments About Works of Dance
Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.
<i>Description, Analysis, and Criticism of Dance</i>
4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).
4.2 Propose ways to revise choreography according to established assessment criteria.
<i>Meaning and Impact of Dance</i>
4.3 Discuss the experience of performing personal work for others. 4.4 Distinguish the differences between viewing live and recorded dance performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers
Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.
<i>Connections and Applications Across Disciplines</i>
5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).
5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).
<i>Development of Life Skills and Career Competencies</i>
5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).

Visual and Performing Arts/Music

1.0 ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music
Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
<i>Read and Notate Music</i>

1.1	Read, write, and perform intervals and triads.
1.2	Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.
1.3	Transcribe simple aural examples into rhythmic notation.
1.4	Sight-read simple melodies in the treble clef or bass clef.
<i>Listen to, Analyze, and Describe Music</i>	
1.5	Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
1.6	Describe larger music forms (sonata-allegro form, concerto, theme and variations).

2.0 CREATIVE EXPRESSION	
Creating, Performing, and Participating in Music	
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate	
<i>Apply Vocal and Instrumental Skills</i>	
2.1	Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).
2.2	Sing music written in two parts.
2.3	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).
<i>Compose, Arrange, and Improvise</i>	
2.4	Compose short pieces in duple and triple meters.
2.5	Arrange simple pieces for voices or instruments, using traditional sources of sound.
2.6	Improvise simple melodies.

3.0 HISTORICAL AND CULTURAL CONTEXT	
Understanding the Historical Contributions and Cultural Dimensions of Music	
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.	
<i>Role of Music</i>	
3.1	Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.
3.2	Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, Roman).
<i>Diversity of Music</i>	
3.3	Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.
3.4	Listen to, describe, and perform music of various styles from a variety of cultures.
3.5	Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.

4.0 AESTHETIC VALUING	
Responding to, Analyzing, and Making Judgments About	

Works of Music
Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.
<i>Analyze and Critically Assess</i> 4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.
<i>Derive Meaning</i> 4.2 Explain how various aesthetic qualities convey images, feeling, or emotion. 4.3 Identify aesthetic qualities in a specific musical work.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.
<i>Connections and Applications</i> 5.1 Describe how knowledge of music connects to learning in other subject areas.
<i>Careers and Career-Related Skills</i> 5.2 Identify career pathways in music.

Visual and Performing Arts/Theater

1.0 ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre
Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.
<i>Development of the Vocabulary of Theatre</i> 1.1 Use the vocabulary of theatre, such as <i>sense memory</i> , <i>script</i> , <i>cue</i> , <i>monologue</i> , <i>dialogue</i> , <i>protagonist</i> , and <i>antagonist</i> , to describe theatrical experiences. <i>Comprehension and Analysis of the Elements of Theatre</i> 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in Theatre
Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.
<i>Development of Theatrical Skills</i> 2.1 Participate in improvisational activities to explore complex ideas and universal themes in

literature and life.

2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

Creation/Invention in Theatre

2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.

3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

History of Theatre

3.3 Analyze ways in which theatre, television, and film play a part in our daily lives. 3.4 Identify types of early American theatre, such as melodrama and musical theatre.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

Derivation of Meaning from Works of Theatre

4.2 Describe devices actors use to convey meaning or intent in commercials on television.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

Connections and Applications

5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.

Careers and Career-Related Skills

5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.

Visual and Performing Arts/Visual Arts

1.0 ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
<i>Develop Visual Arts Knowledge and Vocabulary</i>
1.1 Identify and describe <i>all</i> the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).
1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
1.3 Describe how artists can show the same theme by using different media and styles.
<i>Analyze Art Elements and Principles of Design</i>
1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).

2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in the Visual Arts
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
<i>Skills, Processes, Materials, and Tools</i>
2.1 Use various observational drawing skills to depict a variety of subject matter.
2.2 Apply the rules of two-point perspective in creating a thematic work of art.
2.3 Create a drawing, using varying tints, shades, and intensities.
<i>Communication and Expression Through Original Works of Art</i>
2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
2.6 Use technology to create original works of art.

3.0 HISTORICAL AND CULTURAL CONTEXT
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
<i>Role and Development of the Visual Arts</i>
3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).
3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.
<i>Diversity of the Visual Arts</i>
3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.

4.0 AESTHETIC VALUING
Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Construct and describe plausible interpretations of what they perceive in works of art.
- 4.2 Identify and describe ways in which their culture is being reflected in current works of art.

Make Informed Judgments

- 4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.
- 4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Research how art was used in theatrical productions in the past and in the present.
- 5.2 Research how traditional characters (such as the *trickster*) found in a variety of cultures past and present are represented in illustrations.
- 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Visual Literacy

- 5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

Careers and Career-Related Skills

- 5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.

Physical Education

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Manipulative Skills

- 1.1 Volley an object repeatedly with a partner, using the forearm pass.
- 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.
- 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.
- 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.
- 1.5 Dribble and pass a ball to a partner while being guarded.
- 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns.

Rhythmic Skills

- 1.7 Perform folk and line dances.
- 1.8 Develop, refine, and demonstrate routines to music.

Combinations of Movement Patterns and Skills

- 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.10 Combine motor skills to play a lead-up or modified game.
- 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.

2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Explain how to increase force based on the principles of biomechanics.
- 2.2 Explain how impact force is reduced by increasing the duration of impact.
- 2.3 Analyze and correct errors in movement patterns.
- 2.4 Provide feedback to a partner to assist in developing and improving movement skills.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities.

Manipulative Skills

- 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.
- 2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.
- 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.
- 2.9 Identify opportunities to pass or dribble while being guarded.

Rhythmic Skills

- 2.10 Identify steps and rhythm patterns for folk and line dances.
- 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

Combination of Movement Patterns and Skills

- 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.

3. Students assess and maintain a level of physical fitness to improve health and performance.

- 3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.
- 3.2 Compare individual physical fitness results with research-based standards for good health.
- 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).
- 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.
- 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.
- 3.6 Monitor the intensity of one's heart rate during physical activity.

4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- 4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
- 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
- 4.3 Identify contraindicated exercises and their adverse effects on the body.

- | | |
|-----|---|
| 4.4 | Classify physical activities as aerobic or anaerobic. |
| 4.5 | Explain methods of monitoring heart rate intensity. |
| 4.6 | List the long-term benefits of participation in regular physical activity. |
| 4.7 | Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity. |

5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
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<i>Self-Responsibility</i>

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| 5.1 | Participate productively in group physical activities. |
| 5.2 | Evaluate individual responsibility in group efforts. |

<i>Social Interaction</i>

- | | |
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| 5.3 | Identify and define the role of each participant in a cooperative physical activity. |
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<i>Group Dynamics</i>

- | | |
|-----|---|
| 5.4 | Identify and agree on a common goal when participating in a cooperative physical activity. |
| 5.5 | Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution. |

Appendix H: School Calendar 2010-2011

September = 18																					
1	2	3	4	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30

October = 20																					
1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	

November = 18																					
1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30

December = 11																						
1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31

January = 19																					
3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31	

February = 17																					
1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28		

March =22																						
1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31


April = 15																					
1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	


May = 21																				
2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30

June = 19																				
1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29

September 7	School Begins
October 29	Professional Development Day/Non-Student Day
November 11	Veteran's Day
November 24	Thanksgiving Break (School Holiday)
November 25 & 26	Thanksgiving Holiday
December 9 & 10	Pupil Free Days (Parent Teacher Conference)
December 20-31	Winter Break
January 3	School Resumes
January 14	Professional Development Day/Non-Student Day
January 17	Dr. Martin Luther King Holiday
February 17	Professional Development Day/Non-Student Day
February 18 & 21	Presidents' Day
March 31 & April 1	Pupil Free Days (Parent Teacher Conference)
April 4-8	Spring Break
May 30	Memorial Day
June 27	Last Day for Students
June 28	Last Day for Teachers

 School Closed

 Nonstudent Day P/T Conferences

 Professional Development Day

 Local Holiday

Appendix I: Classroom Schedules

Sample Daily Classroom Schedule

Time	Activity	Minutes
7:45 – 9:45	Language Arts/Open Court	120 minutes
9:45 – 10:00	Recess	
10:00 – 11:00	Mathematics	60 minutes
11:00 -11:20	School-wide Read Aloud	20 minutes
11:20 – 12:00	Lunch	
12:00 -12:15	School-wide Silent Sustained Reading	15 minutes
	Total	215 minutes

To foster the MIND Institute Math Education program and its music component, the following schedule supports a piano class enrollment of ten students. Additionally, the piano lab schedule creates a small group setting for the one half of the class that is not in the lab.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 -9:00	K1A	K2A	Music Theory K	K2A	2 nd 2A
9:00 -9:30	K1B	K2B	Music Theory 1st	K2B	2 nd 2B
9:30 -10:00	1 st 1A	1 st 2A	Music Theory 2nd	1 st 1A	1 st 2A
10:00 -10:30	1 st 1B	1 st 2B	Music Theory 3rd	1 st 1B	1 st 2B
10:30 –11:00	3 rd 1A	3 rd 2A	Music Theory 4th	3 rd 1A	3 rd 2A
11:20 –12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 –12:45	4 th A	4 th B	Music Theory 5 th	4 th A	4 th B
12:45 – 1:30	5 th A	5 th B	School Chorus	5 th A	5 th B
1:30 – 2:00	2 nd 1A	2 nd 2A		2 nd 1A	School Chorus
2:00 – 2:30	2 nd 1B	2 nd 2B		2 nd 1B	School Chorus

Appendix J: Health and Safety Policies

The health and safety of the entire school community at Crescendo Charter School is a high priority. The school will follow all required safety regulations including emergency policies and procedures. Crescendo Charter School will comply with all health and safety laws and regulations that apply to non-charter public schools. Crescendo Charter School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will address, but not be limited to, the following items:

- Requirement that each employee of the school submit to a criminal background check through the Department of Justice
- The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in §44237.” Ed. Code §47605 9b)(5)(F)
- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations will be maintained, and staff will honor County requirements for periodic Tuberculosis (TB) tests.
- A Board adopted policy that the school provide for the screening of pupils’ vision and hearing to the same extent as would be required if the pupils attended a non-charter public school.
- A Board adopted policy that the school provide for the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.
- A Board adopted policy that the school operate as a drug, alcohol, and tobacco free workplace
- A Board adopted policy that describes clearly the administration of prescription medicine
- Requirement that each employee receive training for the prevention of contact with blood-borne pathogens
- Requirement that all enrolling students and staff provide records documenting immunizations and TB testing to the extent required for enrollment or employment in non-charter public schools
- A policy that the school will be housed in facilities that have received Fire Marshall approval
- A policy that the school facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.
- A policy that the school facilities will present no substantial seismic safety hazard, as determined by a qualified structural engineer
- Policies and procedures for response to natural disasters and emergencies, including fires, earthquakes and lock-downs
- Policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local laws
- In accordance with Title IV of the Safe and Drug Free Schools Act, policies will be adopted and implemented in order to focus on the prevention or curtailment of the use of tobacco, drugs, and alcohol by students

- The school will comply with the Healthy Schools Act of 2000 – California Education Code Section 17608, which details pest management requirements for schools.” Additional information for LAUSD’s Integrated Pest Management program may be found at www.laschools.org/employee/mo/ipm.

Crescendo Charter School, at its own expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire inspections and conditional use permits. Crescendo Charter School will provide LAUSD with an appropriate Certificate of Occupancy 45 days prior to the opening of school.

Crescendo Charter School will develop and implement additional policies as needed and appropriate to the safe and secure operation of the school site. The policies will be reviewed on an ongoing basis and be updated annually.

Crescendo Charter School will develop and keep a school safety plan on file for review. Crescendo Charter School staff will be trained annually on the safety procedures in the plan.

POLICY SUMMARIES

Crescendo Charter School will implement the following health and safety policies and procedures:

Drug Free, Alcohol Free, and Tobacco Free School Policy

- Crescendo Charter School will be a drug free, alcohol free, and tobacco free school.

Employee Requirements

- All applicants will be required to furnish a full disclosure statement regarding prior criminal record
- Evidence of finger print clearance and medical clearance must be provided
- All staff will undergo criminal background checks by submitting fingerprints through Livescan to the Department of Justice
- All medical and judicial results will be reviewed by the administrative team prior to beginning employment

Fire Drills

- Fire drills will be conducted monthly
- Administrative team will maintain a record of fire drills conducted and include in the information the total amount of time needed for complete evacuation
- Upon the sound of the alarm, teachers and assigned personnel will lead students to the designated safe zone in compliance with the posted evacuation map
- Assigned personnel will take roll and provide a report for the administrative team
- Staff and students may return to the building after the “All Clear Signal” is sounded

Student Information System

- Crescendo Charter School will maintain and secure information on all students within its Student Information System (SIS) in accordance with applicable state and federal laws.
- Only authorized staff will have access to student information
- It is the desire of Crescendo Charter School to utilize the SIS system of LAUSD
- Each year parents will complete duplicate emergency cards. One card will be kept on file in the main office. The other card will be kept by the assigned certificated personnel
- Crescendo Charter School will annually allocate funds to utilize the Student Information System (SIS).

Earthquake Drill

- Earthquake “Duck and Cover” drills will be conducted quarterly
- Earthquake “Duck and Cover” with evacuation will be conducted semi-annually
- Administrative team will maintain a record of Earthquake drills conducted and include in the information the total amount of time needed for complete evacuation
- Upon the sound of the alarm, teachers and assigned personnel will lead students to the designated safe zone in compliance with the posted evacuation map
- Assigned personnel will take roll and provide a report for the administrative team
- Search and rescue teams and fire suppression teams will be assigned according to the school map
- An outdoor central control center will be established immediately upon evacuation
- Staff and students may return to the building after the “All Clear Signal” is sounded

Evacuation Plan

- A member of the administrative team will verify immediately the name and position of the individual or entity calling for the evacuation
- Upon verification, teachers and assigned personnel will proceed with their students as delineated in the evacuation map
- A code word for evacuation will be established by the administrative team
- Assigned personnel will take roll and provide a report for the administrative team
- Unassigned personnel will report to the administrative team for assignments
- Certificated personnel will remain with their students for the duration of the emergency
- Staff and students may return to the building after the “All Clear Signal”
- If students cannot return to the school:
 - The administrative will notify parents
 - Parents will sign-out students when picked up
 - A designated pickup area will be established for reunion

Lockdown Drill

- A member of the administrative team will verify immediately the name and position of the individual or entity calling for the lockdown
- If a member of the administrative team or staff member, utilizing his/her best judgment, believes a lockdown should be initiated, then it must be initiated
- A code word for lockdown will be established by the administrative team
- Assigned and unassigned personnel will gather students, lock classroom doors, take roll, determine missing students and telecommunicate with the administrative team

- Unassigned personnel will report to the administrative team for assignments
- Assigned and unassigned personnel will remain with the students for the duration of the emergency
- Staff and students may discontinue the lockdown after the “All Clear Signal”
- If students cannot leave the school:
 - The administrative will notify parents
 - Parents will sign-out students when picked up
 - A designated pickup area will be established for reunion

Student Prescription Medication

- Students requiring prescription medication during school hours will be accommodated
- Parents must have the appropriate forms, authorizations and instructions completed by their child’s doctor and on file in the health office
- Parents must bring the medication to the office in the original container, with the name of the prescribing physician, name of the student, and dispensing instructions.
- Designated staff will place medications in a locked cabinet
- Designated staff will record times for administration of medications
- For ongoing medications, designated staff will notify parents when two weeks of medication remain

Child Abuse and Neglect Reporting

- Crescendo Charter School will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. Crescendo Charter School staff must report to the proper authorities if they suspect the following occurring to a student:
 - Neglect
 - Abuse
 - Sexual assault
 - Willful cruelty or unjustifiable punishment
 - Abuse in out of home care
 - Cruel or inhumane corporal punishment or injury
- The reporting staff member need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. If requested, the Director/Principal will work with all staff members to ensure that all appropriate steps are taken if a suspected child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Director/Principal and proper authorities. The first staff member to have primary knowledge of the suspected abuse will be responsible for providing all the necessary information and child abuse reports to the appropriate authorities, Department of Children Services (800-540-4000) and the Los Angeles Police Department.

Blood-Borne Pathogen Policy

- Crescendo Charter School will comply with all applicable laws and regulations regarding blood-borne pathogens. To effectively eliminate or minimize exposure to blood-borne pathogen. Crescendo Charter School will implement Universal Precautions.
- Crescendo Charter School will observe the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. As a result, staff members shall treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV, and other blood-borne pathogens.
- When necessary, Crescendo Charter School will use available engineering controls to eliminate or minimize employee exposure to blood-borne pathogens.

Appendix K: School Discipline Policies

“Positive Peace Plan”

Student’s responsibilities will include, but not be limited to:

- Following all rules of behavior and conduct
- Respecting fellow students and school personnel
- Attending classes regularly and on time
- Completing all assigned work (to the best of the student’s ability)
- Being prepared for class (bring materials, e.g., books, homework, pencil)
- Participating in all assessment measures (e.g., tests)
- Respecting the property of the school and others
- Keeping the campus clean

Unacceptable student behavior will include, but not be limited to:

- Excessive talking during classroom instruction
- Classroom disturbance that disrupts instructional time
- Eating in class
- Failure to follow directions
- Horseplaying/pushing/throwing things/running/yelling
- Bringing walkmans, radio beepers, video games, etc.
- Cheating
- Inappropriate use of technology and telecommunications

Students who violate the school rules are subject to, but not limited by the following:

- Verbal warning
- Loss of privileges (e.g., age appropriate timeout, 30 minute detention)
- A notice to parents
- Conference with student/parent/teacher/administrator

Any student who engages in repeated violations of the Crescendo Charter School “Positive Peace Plan” will be required to attend a meeting with school staff (classroom teacher, administrator, lead teacher) and the student’s parent. Crescendo Charter School will prepare a specific, written remediation agreement outlining expectations for the student’s future conduct, timelines, and consequences for failure to meet the expectations.

SUSPENSION AND EXPULSION

Students who present an immediate threat (i.e. possessing, selling, or furnishing a firearm on campus; possession of an explosive device; committing or attempting to commit a sexual assault; unlawfully selling a controlled substance, brandishing a knife at another person) to the health and safety of others may be suspended or expelled. A written remediation plan will clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reasons for suspension, appeal process, length of suspension, and provision for student’s education while suspended.

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, the following:

- While on school grounds
- While going to or coming from school
- During lunch period, whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity.

Reasons for Suspension/Expulsion

Crescendo Charter School may suspend or recommend for expulsion a student for any of the following reasons as specified in the California Education Code sections 48900 and 48915 and any other sections of the California Education Code that may apply:

1. Caused, attempted to cause, or threatened to cause physical injury to another person
2. Willfully used force or violence upon the person of another.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Director or the designee of the Director.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco, or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. .
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 1104.5 of the Health and Safety Code
12. Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm.
15. Committed or attempted to commit a sexual assault or committed a sexual battery.
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

18. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
19. Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12)

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12)

48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12)

48900.7 Made terrorist threats against school officials, school property or both.

Mandatory Expulsion Offenses

It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In addition, students will immediately be suspended and recommended for expulsion when any of the following occur at the school or at a school activity off campus:

1. Possessing, selling, or furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in Section 48900[n]).
5. Possession of an explosive (as defined in section 921 of Title 18 of the U.S. Code).

Due Process for Suspension/Expulsion

- | | |
|---------|---|
| Step 1. | Informal Conference: An informal conference will be conducted by a member of the administrative team (i.e. Principal, Executive Director) with the student and his or her parent/guardian if possible prior to the implementation of suspension. In an emergency situation, the administrative team has the option to postpone the informal conference. |
| Step 2. | Parental Notice: The administrative team will make a reasonable effort to contact the parent by phone and will follow up with written notification. The written notification will include the alleged offense, length of suspension, date of return, and date and time of follow-up conference if necessary. |
| Step 3. | Length of Suspension: A student suspension may not exceed ten continuous days. |
| Step 4. | Expulsion Hearing: Students recommended for expulsion are entitled to a hearing. The hearing will be held within 30 school days of the student's alleged commission of an act subject to expulsion. The hearing will be presided over by the Board of Directors of the Expectations of Educational Excellence Foundation or a Board appointed panel. Consisting of a school administrator, a sister school administrator, and a teacher. |

- Step 5. **Written Notice:** A written notice, including the date and place of the hearing, a statement of the specific allegation, a copy of the school-wide discipline policy, and the right of the student to be represented by legal counsel will be sent to the parent/guardian at least 10 calendar days prior to the hearing.
- Step 6. **Expulsion:** Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:
- a) The date and place of the hearing.
 - b) A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
 - c) A copy of Crescendo Charter School's disciplinary rules which relate to the alleged violation.
 - d) The date and place of the hearing.
 - e) Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
 - f) Notice that the student will be permitted to be represented by legal counsel or by a non attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on his or her behalf.

Written notice to expel a student will be sent immediately upon the decision to expel or suspend pending expulsion by the school administrative staff to the parent/guardian of any student who is expelled. This notice will include the following:

- a) The specific offense that meets the criteria of any of the acts listed in "Reasons for Suspension and/or Expulsion" committed by the student
- b) Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Crescendo Charter School.

Appeal of Suspension/Expulsion

School personnel will forward notification parents/guardians prior to a suspension or recommendation for expulsion. Parents/guardians can appeal a student's suspension or expulsion. A suspension appeal meeting will be conducted by a committee of three that consists of an EEE Board Member and two non-Crescendo Charter administrators. In the event of an appeal, the school will schedule the appeal hearing within 15 days of the parent/guardian's request. The hearing will be scheduled at a mutually convenient time for all parties.

In the event of a decision to expel a student from Crescendo Charter School, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates. If requested by the parent/guardian, assignments will be sent home for the remainder of the semester so the student can continue their work until a new placement is found.

Behavioral Interventions Prior to Suspension/Expulsion

Prior to suspension, staff will look at a variety of behavioral interventions. These interventions will include, but not limited to, removal from the classroom, in-house suspension, counseling and parent conference, and mentoring (Plus One Program).

Students with Special Needs

Crescendo Charter School is keenly aware of the importance of providing educational opportunities to all students, inclusive of students with special needs. Crescendo Charter School will work in cooperation and collaboration with LAUSD, the SELPA, and other agencies in an effort to ensure the proper service for students with exceptional needs in accordance with applicable federal and state laws.

Crescendo Charter School acknowledges that many issues must be considered when disciplining or suspending students with disabilities so that the student's right to a free and appropriate education is not violated, including the manifestation determination, or in cases of 504 accommodations, the link determination. The Individuals with Disabilities Education Improvement Act (IDEIA) includes several amendments addressing disciplining students with disabilities and will be utilized as a guideline for Crescendo Charter School policy. If a student with a disability is suspended for more than ten days within a school year, the IEP team must meet and determine the appropriate next steps. A functional behavioral analysis must be completed and an individual behavior management plan developed, or modified if one is already in place. In addition, a manifestation determination IEP meeting must be held to determine whether the behavior is directly and substantially related to the student's disability. It is **not** a manifestation of a disability, the same disciplinary procedures applicable to children without disabilities may be applied, except that appropriate educational services must be provided. If it **is** a manifestation of the disability, suspension of more than ten days will be considered a change in placement.

Crescendo Charter School will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. Crescendo Charter School will adhere to all provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, and the modified consent decree.

Crescendo Charter School intends to be a public school of LAUSD for purposes of special education only. The school will adhere to all laws affecting individuals with exceptional needs, including all provisions of PL94-142 of the Americans with Disabilities Act, the Individuals with Disabilities Educational Improvement Act (IDEIA) and its amendments, section 504 of the Rehabilitation Act, Office for Civil Rights mandates, AB602, and the Modified Consent Decree, including compliance with the annual plan for achievement of specific outcomes. Crescendo Charter School will participate in the quality assurance process for special education, including verification reports, coordinated compliance self-reviews, complaints, and the local plan. All students will be provided equal access to the school, regardless of disabilities. Crescendo Charter School will not discriminate against any student based on his or her disabilities in accordance with a Free Appropriate Public Education (FAPE).

Crescendo Charter School will comply with the federal requirement of least restrictive environment (LRE). This means that to the maximum extent appropriate, students with exceptional needs are educated with students without identified exceptional needs. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment only occurs when the nature or severity of the disability is such that education in regular classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Individuals with exceptional needs will be offered special, assistance programs that promote maximum interaction with the general school population. Examples of supplemental aids and services are adaptation of regular education goals, curriculum, materials, and classroom aids; special education consultation; and in-service training.

In the case of a special education student or a student who receives 504 accommodations, Crescendo Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and Federal laws, regarding the discipline of students with disabilities. Prior to recommending expulsion for a section 504 student or special education student, the Principal will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability; that the student was appropriately placed and was receiving appropriate services at the time of misconduct, and that the behavior intervention strategies were in effect and consistent with the student's IEP, then the student may be expelled.

Rehabilitation Plan/Readmission/Interim Placement

The Crescendo Charter School governing board shall develop a rehabilitation plan to be given to expelled pupils, with the expulsion order, at the time of expulsion. The plan shall include terms and conditions governing the pupil's conduct and progress while under the expulsion order. During the expulsion, school personnel may conduct periodic reviews, as well as assessment at the time of review for readmission. The rehabilitation plan will include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission. The degree of compliance with the conditions will help school administration determine whether or not to readmit the pupil at the end of the term of expulsion.

The decision to readmit a pupil or to admit a pupil under an expulsion order from another school district or Crescendo Charter School shall be at the sole discretion of the Crescendo Charter School's governing board with input from the pupil and guardian or representative. If the governing board determines that the pupil has successfully completed the rehabilitation plan poses no threat to others and will not be disruptive to the school environment the pupil may be admitted. The pupil's readmission is also contingent upon the capacity of the Crescendo Charter School at the time the pupil seeks readmission.

As an interim placement, not to exceed one year, pupils who are expelled from another school must present their district's governing board's rehabilitation plan upon enrollment in Crescendo Charter School as developed by the governing board or its designee at the time of the expulsion

order. Crescendo Charter School will conduct periodic reviews in collaboration with the sending district during the interim period.

In the event of a decision to suspend a student pending possible expulsion from Crescendo Charter School, the school will work cooperatively with the parent/guardian to assist with the appropriate educational placement of the student who has been suspended pending possible expulsion. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates. If requested by the parent/guardian, assignments will be sent home during the interim so the student can continue their work until a final decision is made.

Special Education Discipline Language for Charter Petitions

In the case of a special education student, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Appendix L: Accountability Matrix

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																															
<p>Increase percentage of students in grades 2-5 scoring proficient or advanced on the CST in ELA, Math, and Science</p> <p>% Proficient/Advanced CST ELA by site:</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Florence</td><td>34%</td><td>40%</td><td>+6%</td></tr><tr><td>McKinley</td><td>31%</td><td>36%</td><td>+5%</td></tr><tr><td>Miramonte</td><td>22%</td><td>28%</td><td>+6%</td></tr><tr><td>Parmelee</td><td>30%</td><td>35%</td><td>+5%</td></tr><tr><td>Sixty-Sixth</td><td>29%</td><td>37%</td><td>+8%</td></tr></table> <p>Total feeder school % Proficient/Advanced</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td></td><td>29%</td><td>35%</td><td>+6%</td></tr></table> <p>New School- Projected 5-Year Growth</p> <p>Baseline = 35% (2009 total Prof/Adv ELA)</p> <table><tr><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>67.6%</td><td>78.4%</td><td>89.2%</td><td>100%</td><td>100%</td></tr><tr><td>(+10.8%)</td><td>(+10.8%)</td><td>(+10.8%)</td><td></td><td></td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	Florence	34%	40%	+6%	McKinley	31%	36%	+5%	Miramonte	22%	28%	+6%	Parmelee	30%	35%	+5%	Sixty-Sixth	29%	37%	+8%		<u>2008</u>	<u>2009</u>	<u>Change</u>		29%	35%	+6%	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	67.6%	78.4%	89.2%	100%	100%	(+10.8%)	(+10.8%)	(+10.8%)				All Students	<p><u>Language Arts</u></p> <p>Crescendo Project</p> <ul style="list-style-type: none">Common standards-based assessments in Language Arts, Math, and Science.Prescriptive intervention that Identifies and assists struggling students on a weekly basis.Supplemental, small Group instruction with “Highly Qualified Teacher”Use progress monitoring data to address student-specific needs. <p>Thinking Maps</p> <ul style="list-style-type: none">Common visual language corresponding to the 8 fundamental thinking processes (Defining Context, Classifying, Comparing and Contrasting, Causes and Effects, Analogies, Par-whole Relationships, Sequencing, Describing.) <p>Intervention Teachers</p> <ul style="list-style-type: none">Supplemental small group, standards-based instruction. <p>Saturday School Afterschool tutoring with classroom teacher</p> <p>Education Technology</p> <ul style="list-style-type: none">Mind Institute educational softwareStrategic use of interactive white board technology. <p>Kindergarten Monthly Assessment (KMA)</p> <ul style="list-style-type: none">Monthly assessment of kindergarten skill mastery	General Funds	<p>Students ‘on track’ at the end of each grade or critical grade-level span in reading, writing, and mathematics</p> <p>Grades 2, 3, 4, 5/6:</p> <p>Language Arts:</p> <ul style="list-style-type: none">Teacher observationTeacher anecdotal recordsTeachers use progress-monitoring data to address student-specific needs.Students score 80% or better on the most recent fluency, vocabulary, and comprehension assessments.Students score 80% or better on all Crescendo Project Assessments. <p>Writing:</p> <p>Students scoring proficient on WFTB rubrics that assess both skills of conventions and content proficiency.</p>	Administrative and Instructional Staff	August 2010/ Ongoing
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Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

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			“Write From the Beginning” <ul style="list-style-type: none">Developmental writing program from K-5th gradeAge appropriate, highly structured writing instructionFocused Mini lessons <i>ELD Summer Term</i>																																																						
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Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																
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Increase percentage of students in grades 2-5 scoring proficient or advanced on the CST in ELA, Math, and Science (continued) % Proficient/Advanced CST Science by site: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Florence</td><td>28%</td><td>22%</td><td>-6%</td></tr><tr><td>McKinley</td><td>16%</td><td>21%</td><td>+5%</td></tr><tr><td>Miramonte</td><td>31%</td><td>39%</td><td>+8%</td></tr><tr><td>Parmelee</td><td>36%</td><td>37%</td><td>-1%</td></tr><tr><td>Sixty-Sixth</td><td>38%</td><td>23%</td><td>-15%</td></tr></table> Total feeder school % Proficient/Advanced <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td></td><td>29%</td><td>30%</td><td>+1%</td></tr></table> New School- Projected 5-Year Growth Baseline = 30% (2009 total Prof/Adv Science) <u>2010</u> <u>2011</u> <u>2012</u> <u>2013</u> <u>2014</u>		<u>2008</u>	<u>2009</u>	<u>Change</u>	Florence	28%	22%	-6%	McKinley	16%	21%	+5%	Miramonte	31%	39%	+8%	Parmelee	36%	37%	-1%	Sixty-Sixth	38%	23%	-15%		<u>2008</u>	<u>2009</u>	<u>Change</u>		29%	30%	+1%	10%	All Students	<u>Science</u> Crescendo Project <ul style="list-style-type: none">Common standards-based assessments in Language Arts, Math, and Science.Prescriptive intervention that Identifies and assists struggling students on a weekly basis.Supplemental, small Group instruction with “Highly Qualified Teacher”Use progress-monitoring data to address student-specific needs. Thinking Maps <ul style="list-style-type: none">Common visual language corresponding to the 8 fundamental thinking	General Funds	<u>Science:</u> <ul style="list-style-type: none">Teacher observationTeacher anecdotal recordsTeachers use progress-monitoring data to address student-specific needs.Students score 80% or better on the most recent Science content assessments.Students score 80% or better on all Crescendo Project Assessments.Pre/post assessments based on CST Science administered to 4th and 5th grade students.Trimesterly Science Fairs.<ul style="list-style-type: none">All students will be assessed on investigations using the scientific method, and their report of findings using innovative techniques.	Administrative and Instructional Staff	August 2010/ Ongoing
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67.6% 78.4% 89.2% 100% 100% (+10.8%)(+10.8%)(+10.8%)			<p>processes (Defining Context, Classifying, Comparing and Contrasting, Causes and Effects, Analogies, Par-whole Relationships, Sequencing, Describing.)</p> <p>STAR Science Program</p> <ul style="list-style-type: none"> K-5 weekly hands-on science lessons in Physical, Earth, and Life Sciences. <p>Science Fairs</p> <ul style="list-style-type: none"> All students will conduct scientific investigations using the scientific method. All students choose and complete an engaging science fair project. All students learn how to report findings using innovative methods. <p>Intervention Teachers</p> <ul style="list-style-type: none"> Supplemental small group, standards-based instruction. <p>Saturday School Afterschool tutoring with classroom teacher Education Technology</p> <ul style="list-style-type: none"> Mind Institute educational software Strategic use of interactive white board technology. <p>ELD Summer Term</p>				
<p>Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math</p> <p style="text-align: right;">2008 2009 Change</p> <p>Florence</p>		All Students	<p>Language Arts</p> <p>Crescendo Project</p> <ul style="list-style-type: none"> Common standards-based assessments in Language Arts, Math, and Science. 	General Funds	<p>Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics</p> <p>Grades 2, 3, 4, 5/6: <u>Language Arts:</u></p>	Administrative and Instructional Staff	August 2010/ Ongoing

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<div>ELA32%31%-1%</div> <div>Math22%24%-2%</div> <div>Sci38%43%+5%</div> <div>McKinley</div> <div>ELA31%30%-1%</div> <div>Math31%29%-2%</div> <div>Sci46%47%-1%</div> <div>Miramonte</div> <div>ELA42%39%-3%</div> <div>Math37%32%-5%</div> <div>Sci36%29%-7%</div> <div>Parmelee</div> <div>ELA38%35%-3%</div> <div>Math29%30%+1%</div> <div>Sci38%31%-7%</div> <div>Sixty-sixth</div> <div>ELA34%29%-5%</div> <div>Math25%23%-2%</div> <div>Sci38%34%-4%</div> <div>Total</div> <div>Feeder School % Below/Far Below Basic</div> <div><div>20082009Change</div><div>ELA35%33%-2%</div><div>Math29%28%-1%</div><div>Sci39%37%-2%</div></div> <div>New School- Projected 5-Year Reduction</div> <div>Baseline = 33% (2009 total BB/FBB ELA)</div> <div>Baseline = 28% (2009 total BB/FBB Math)</div> <div>Baseline = 37% (2009 total BB/FBB Science)</div> <div><div>20102011201220132014</div><div>ELA25%17%12%6%</div><div>0%</div><div>(-8%)(-5%)(-6%)(-6%)</div></div> <div>Math22%16%10%5%0%</div> <div>(-6%)(-6%)(-5%)(-5%)</div>		<div><ul style="list-style-type: none">Prescriptive intervention that Identifies and assists struggling students on a weekly basis.Supplemental, small Group instruction with "Highly Qualified Teacher"Use progress monitoring data to address student-specific needs.</div> <div>Thinking Maps<ul style="list-style-type: none">Common visual language corresponding to the 8 fundamental thinking processes (Defining Context, Classifying, Comparing and Contrasting, Causes and Effects, Analogies, Par-whole Relationships, Sequencing, Describing.)</div> <div>Intervention Teachers<ul style="list-style-type: none">Supplemental small group, standards-based instruction.</div> <div>Saturday School</div> <div>Afterschool tutoring with classroom teacher</div> <div>Education Technology<ul style="list-style-type: none">Mind Institute educational softwareStrategic use of interactive white board technology.</div> <div>Kindergarten Monthly Assessment (KMA)<ul style="list-style-type: none">Monthly assessment of kindergarten skill mastery</div> <div>“Write From the Beginning”<ul style="list-style-type: none">Developmental writing program from K-5th grade</div>		<div><ul style="list-style-type: none">Teacher observationTeacher anecdotal recordsTeachers use progress-monitoring data to address student-specific needs.Students score 80% or better on the most recent fluency, vocabulary, and comprehension assessments.Students score 80% or better on all Crescendo Project Assessments.</div> <div>Writing:<ul style="list-style-type: none">Students scoring proficient on WFTB rubrics that assess both skills of conventions and content proficiency.</div> <div>Math<ul style="list-style-type: none">Increase the # of students that are proficient on the mathematics periodic assessment.Teacher observationTeacher anecdotal recordsTeachers use progress-monitoring data to address student-specific needs.Students score 80% or better on all Crescendo Project Assessments.Students score 80% or better on all Math content assessments.</div> <div>Science:<ul style="list-style-type: none">Teacher observationTeacher anecdotal recordsTeachers use progress-monitoring data to address student-specific needs.Students score 80% or better on the most recent Science content assessments.Students score 80% or better on all Crescendo Project Assessments.Pre/post assessments based on CST Science administered to 4th and 5th grade students.Trimesterly Science Fairs.</div>			

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Sci 30% 23% 15% 7% 0% (-7%) (-7%) (-8%) (-8%)			<ul style="list-style-type: none"> • Age appropriate, highly structured writing instruction • Focused Mini lessons <p><i>ELD Summer Term</i></p> <p>Math</p> <p>Crescendo Project</p> <ul style="list-style-type: none"> • Common standards-based assessments in Language Arts, Math, and Science. • Prescriptive intervention that identifies and assists struggling students on a weekly basis. • Supplemental, small Group instruction with "Highly Qualified Teacher" • Use progress-monitoring data to address student-specific needs. <p>Thinking Maps</p> <ul style="list-style-type: none"> • Common visual language corresponding to the 8 fundamental thinking processes (Defining Context, Classifying, Comparing and Contrasting, Causes and Effects, Analogies, Part-whole Relationships, Sequencing, Describing.) <p>Math Manipulatives</p> <ul style="list-style-type: none"> • Regular use of ETA hands-on supplemental math instruction. • Base-ten Blocks, Color tiles, Cuisenaire rods, Pattern blocks, Snap cubes, 		All students will be assessed on investigations using the scientific method, and their report of findings using innovative techniques.		

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<p>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <p>2008 2009 <u>Change</u></p>	varies by school	All Students	<p>Identify and serve qualifying students from within the greater school community.</p> <p>Follow established process of identification.</p>	General Funds	<ul style="list-style-type: none"> Increase number of state identified Gifted students 	Administrative and Instructional Staff	August 2010/ Ongoing

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Hispanic students identified as Gifted: 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Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																																																																																															
Prof/Adv in ELA: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>African Amer.</td><td>20%</td><td>24%</td><td>+4%</td></tr><tr><td>Hispanic</td><td>30%</td><td>36%</td><td>+6%</td></tr><tr><td>ELL</td><td>16%</td><td>18%</td><td>+2%</td></tr><tr><td>SWD</td><td>5%</td><td>4%</td><td>-1%</td></tr></table> New School- Projected 5-Year Growth African American Subgroup- Baseline = 24% (2009 total African American Subgroup Prof/Adv in ELA) <table><tr><td></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>67.6%</td><td>78.4%</td><td>89.2%</td><td>100%</td><td>100%</td></tr><tr><td></td><td>(+10.8%)</td><td>(+10.8%)</td><td>(+10.8%)</td><td></td><td></td></tr></table> Hispanic/Latino Subgroup- Baseline = 36% (2009 total Hispanic/Latino Subgroup Prof/Adv in ELA) <table><tr><td></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>67.6%</td><td>78.4%</td><td>89.2%</td><td>100%</td><td>100%</td></tr><tr><td></td><td>(+10.8%)</td><td>(+10.8%)</td><td>(+10.8%)</td><td></td><td></td></tr></table> ELL Subgroup- Baseline = 16% (2009 total ELL Subgroup Prof/Adv in ELA) <table><tr><td></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>67.6%</td><td>78.4%</td><td>89.2%</td><td>100%</td><td>100%</td></tr><tr><td></td><td>(+10.8%)</td><td>(+10.8%)</td><td>(+10.8%)</td><td></td><td></td></tr></table> Students w/ Disabilities Subgroup- Baseline = 4% (2009 total SWD Subgroup Prof/Adv in ELA) <table><tr><td></td><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td></td><td>67.6%</td><td>78.4%</td><td>89.2%</td><td>100%</td><td>100%</td></tr><tr><td></td><td>(+10.8%)</td><td>(+10.8%)</td><td>(+10.8%)</td><td></td><td></td></tr></table> Prof/Adv CST Math Subgroups: <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr></table> Florence		<u>2008</u>	<u>2009</u>	<u>Change</u>	African Amer.	20%	24%	+4%	Hispanic	30%	36%	+6%	ELL	16%	18%	+2%	SWD	5%	4%	-1%		<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		67.6%	78.4%	89.2%	100%	100%		(+10.8%)	(+10.8%)	(+10.8%)				<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		67.6%	78.4%	89.2%	100%	100%		(+10.8%)	(+10.8%)	(+10.8%)				<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		67.6%	78.4%	89.2%	100%	100%		(+10.8%)	(+10.8%)	(+10.8%)				<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>		67.6%	78.4%	89.2%	100%	100%		(+10.8%)	(+10.8%)	(+10.8%)				<u>2008</u>	<u>2009</u>	<u>Change</u>			<p>instruction with “Highly Qualified Teacher”</p> <ul style="list-style-type: none">Use progress monitoring data to address student-specific needs. <p>Thinking Maps</p> <ul style="list-style-type: none">Common visual language corresponding to the 8 fundamental thinking processes (Defining Context, Classifying, Comparing and Contrasting, Causes and Effects, Analogies, Part-whole Relationships, Sequencing, Describing.) <p>Intervention Teachers</p> <ul style="list-style-type: none">Supplemental small group, standards-based instruction. <p>Saturday School Afterschool tutoring with classroom teacher</p> <p>Education Technology</p> <ul style="list-style-type: none">Mind Institute educational softwareStrategic use of interactive white board technology. <p>Kindergarten Monthly Assessment (KMA)</p> <ul style="list-style-type: none">Monthly assessment of kindergarten skill mastery <p>“Write From the Beginning”</p> <ul style="list-style-type: none">Developmental writing program from K-5th gradeAge appropriate, highly structured writing instructionFocused Mini lessons <p><i>ELD Summer Term</i></p>		<p>Math</p> <ul style="list-style-type: none">Increase the # of students that are proficient on the mathematics periodic assessment.Teacher observationTeacher anecdotal recordsTeachers use progress-monitoring data to address student-specific needs.Students score 80% or better on all Crescendo Project Assessments. Students score 80% or better on all Math content assessments. <p>Science:</p> <ul style="list-style-type: none">Teacher observationTeacher anecdotal recordsTeachers use progress-monitoring data to address student-specific needs.Students score 80% or better on the most recent Science content assessments.Students score 80% or better on all Crescendo Project Assessments. Pre/post assessments based on CST Science administered to 4th and 5th grade students.Trimesterly Science Fairs.<ul style="list-style-type: none">All students will be assessed on investigations using the scientific method, and their report of findings using innovative techniques.	
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African Amer.	NA	NA	NA			Math Crescendo Project <ul style="list-style-type: none">Common standards-based assessments in Language Arts, Math, and Science.Prescriptive intervention that Identifies and assists struggling students on a weekly basis.Supplemental, small Group instruction with “Highly Qualified Teacher”Use progress-monitoring data to address student-specific needs. Thinking Maps <ul style="list-style-type: none">Common visual language corresponding to the 8 fundamental thinking processes (Defining Context, Classifying, Comparing and Contrasting, Causes and Effects, Analogies, Part-whole Relationships, Sequencing, Describing.) Math Manipulatives <ul style="list-style-type: none">Regular use of ETA hands-on supplemental math instruction.Base-ten Blocks, Color tiles, Cuisenaire rods, Pattern blocks, Snap cubes, Tangrams, etc... Intervention Teachers <ul style="list-style-type: none">Supplemental small group, standards-based instruction.				
Hispanic	56%	58%	+2%							
ELL	39%	39%	0%							
SWD	8%	8%	0%							
<u>McKinley</u>										
African Amer.	33%	34%	+1%							
Hispanic	48%	48%	0%							
ELL	37%	38%	+1%							
SWD	12%	11%	-1%							
<u>Miramonte</u>										
African Amer.	7%	40%	+33%							
Hispanic	38%	41%	+3%							
ELL	26%	27%	+1%							
SWD	11%	13%	+2%							
<u>Parmelee</u>										
African Amer.	29%	35%	+6%							
Hispanic	50%	50%	0%							
ELL	37%	30%	-7%							
SWD	9%	9%	0%							
<u>Sixty-sixth</u>										
African Amer.	32%	48%	+16%							
Hispanic	53%	56%	+3%							
ELL	45%	44%	-1%							
SWD	10%	22%	+12%							
Total										
Feeder School % of Subgroups scoring Prof/Adv in Math:										
	<u>2008</u>	<u>2009</u>	<u>Change</u>							
African Amer.	20%	31%	+11%							
Hispanic	49%	51%	+2%							
ELL	37%	36%	-1%							

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SWD 10% 13% +3% New School- Projected 5-Year Growth African American Subgroup- Baseline = 31% (2009 total African American Subgroup Prof/Adv in Math) <table><tr><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>40%</td><td>55%</td><td>70%</td><td>85%</td><td></td></tr></table> 100% (+15%) (+15%) (+15%) (+15%) Hispanic/Latino Subgroup- Baseline = 51% (2009 total Hispanic/Latino Subgroup Prof/Adv in Math) <table><tr><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>68.5%</td><td>79.0%</td><td>89.5%</td><td>100%</td><td>100%</td></tr></table> (+10.5%)(+10.5%)(+10.5%) ELL Subgroup- Baseline = 36% (2009 total ELL Subgroup Prof/Adv in Math) <table><tr><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>68.5%</td><td>79.0%</td><td>89.5%</td><td>100%</td><td>100%</td></tr></table> (+10.5%)(+10.5%)(+10.5%) Students w/ Disabilities Subgroup- Baseline = 13% (2009 total SWD Subgroup Prof/Adv in Math) <table><tr><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>68.5%</td><td>79.0%</td><td>89.5%</td><td>100%</td><td>100%</td></tr></table> (+10.5%)(+10.5%)(+10.5%)	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	40%	55%	70%	85%		<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	68.5%	79.0%	89.5%	100%	100%	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	68.5%	79.0%	89.5%	100%	100%	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	68.5%	79.0%	89.5%	100%	100%			Saturday School Afterschool tutoring with classroom teacher Education Technology <ul style="list-style-type: none">Mind Institute educational softwareStrategic use of interactive white board technology. Kindergarten Monthly Assessment (KMA) <ul style="list-style-type: none">Monthly assessment of kindergarten skill mastery ELD Summer Term Science Crescendo Project <ul style="list-style-type: none">Common standards-based assessments in Language Arts, Math, and Science.Prescriptive intervention that Identifies and assists struggling students on a weekly basis.Supplemental, small Group instruction with “Highly Qualified Teacher”Use progress-monitoring data to address student-specific needs. Thinking Maps <ul style="list-style-type: none">Common visual language corresponding to the 8 fundamental thinking processes (Defining Context, Classifying, Comparing and Contrasting, Causes and Effects, Analogies, Part-whole				
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			<p>Relationships, Sequencing, Describing.)</p> <p>STAR Science Program</p> <ul style="list-style-type: none"> K-5 weekly hands-on science lessons in Physical, Earth, and Life Sciences. <p>Science Fairs</p> <ul style="list-style-type: none"> All students will conduct scientific investigations using the scientific method. All students choose and complete an engaging science fair project. All students learn how to report findings using innovative methods. <p>Intervention Teachers</p> <ul style="list-style-type: none"> Supplemental small group, standards-based instruction. <p>Saturday School Afterschool tutoring with classroom teacher</p> <p>Education Technology</p> <ul style="list-style-type: none"> Mind Institute educational software Strategic use of interactive white board technology. <p>ELD Summer Term</p>				
Accelerate the performance of Standard English Learners (SEL)	10%		<p>Teachers create collaborative and affirming learning environment.</p> <p>Classrooms are student-centered, emphasis higher order thinking skills, and teacher supports oral and written language development utilizing "Write</p>	General Fund	<p>Language Arts:</p> <ul style="list-style-type: none"> Teacher observation Teacher anecdotal records Teachers use progress-monitoring data to address student-specific needs. Students score 80% or better on the most recent fluency, vocabulary, and 	Administrative And Instructional Staff	August 2010/ Ongoing

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			<p>from the Beginning" program</p> <p>Teacher organizes concepts to facilitate strategic learning using Thinking Maps</p>		<p>comprehension assessments.</p> <ul style="list-style-type: none"> Students score 80% or better on all Crescendo Project Assessments. <p>Writing:</p> <ul style="list-style-type: none"> Students scoring proficient on WFTB rubrics that assess both skills of conventions and content proficiency. <p>Math</p> <ul style="list-style-type: none"> Increase the # of students that are proficient on the mathematics periodic assessment. Teacher observation Teacher anecdotal records Teachers use progress-monitoring data to address student-specific needs. Students score 80% or better on all Crescendo Project Assessments. Students score 80% or better on all Math content assessments. <p>Science:</p> <ul style="list-style-type: none"> Teacher observation Teacher anecdotal records Teachers use progress-monitoring data to address student-specific needs. Students score 80% or better on the most recent Science content assessments. Students score 80% or better on all Crescendo Project Assessments. Pre/post assessments based on CST Science administered to 4th and 5th grade students. Trimesterly Science Fairs. <ul style="list-style-type: none"> All students will be assessed on investigations using the scientific method, and their report of findings using innovative techniques. 		

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<p>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</p> <p>2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%</p> <p>% Increased Level on CELDT:</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Florence</td><td>64%</td><td>54%</td><td>-10%</td></tr><tr><td>McKinley</td><td>53%</td><td>52%</td><td>-1%</td></tr><tr><td>Miramonte</td><td>50%</td><td>52%</td><td>+2%</td></tr><tr><td>Parmelee</td><td>61%</td><td>58%</td><td>-3%</td></tr><tr><td>Sixty-Sixth</td><td>46%</td><td>59%</td><td>+13%</td></tr></table> <p>Total feeder school % Increased Level on CELDT</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td></td><td>55%</td><td>55%</td><td>0%</td></tr></table> <p>New School- Projected 5-Year Growth</p> <p>Baseline = 55% (2009 total Increase Level on CELDT)</p> <table><tr><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>45%</td><td>55%</td><td>70%</td><td>85%</td><td>100%</td></tr><tr><td>(+10%)</td><td>(+15%)</td><td>(+15%)</td><td>(+15%)</td><td>(+15%)</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	Florence	64%	54%	-10%	McKinley	53%	52%	-1%	Miramonte	50%	52%	+2%	Parmelee	61%	58%	-3%	Sixty-Sixth	46%	59%	+13%		<u>2008</u>	<u>2009</u>	<u>Change</u>		55%	55%	0%	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	45%	55%	70%	85%	100%	(+10%)	(+15%)	(+15%)	(+15%)	(+15%)	3%	ELL	<p><u>SDAIE Strategies</u></p> <ul style="list-style-type: none">• Academic Language• Active Learning• Access Prior Knowledge• Build New Knowledge• Collaborative Problem Solving• Cultural Affirmation• Teacher Modeling and Demonstration of instructional components• Using Thinking Maps• Higher Order Thinking Skills (HOTS)• Intergrating ELD standards into all content areas.• Use of visual aides• Use of verbal and non-verbal cues• Total Physical Response (TPR) <p><u>Parent Workshops</u></p> <ul style="list-style-type: none">• At-home strategies for skill practice. <p><u>Crescendo Project</u></p> <ul style="list-style-type: none">• Common standards-based assessments in Language Arts, Math, and Science.• Prescriptive intervention that Identifies and assists struggling students on a weekly basis.• Supplemental, small Group instruction with “Highly Qualified Teacher”• Use progress monitoring data to address student-specific needs.				
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AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT 2008-2009 State Target was 30.6%	5%	ELL	See Strategies and Activities for AMAO 1	General Funds	<ul style="list-style-type: none"> See monitoring indicators for AMAO 1 	Administrative and Instructional Staff	August 2010/ Ongoing

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Increase EL reclassification rates at the elementary, middle, and high school levels % EL reclassification rates: <u>2008</u> <u>2009</u> <u>Change</u> Florence 17% 15% -2% McKinley 13% 8% -5% Miramonte 10% 13% +6% Parmelee 13% 19% +6% Sixty-Sixth 7% 14% +7% Total feeder school %EL reclassification rates : <u>2008</u> <u>2009</u> <u>Change</u> 12% 14% +2% New School- Projected 5-Year Growth Baseline = 14% (2009 total EL reclassification) <u>2010</u> <u>2011</u> <u>2012</u> <u>2013</u> <u>2014</u> 67.6% 78.4% 89.2% 100% 100% (+10.8%)(+10.8%)(+10.8%)	5%	ELL	<p>Articulate requirements for reclassification to all stakeholders.</p> <p>Send notice of, and hold regular meetings to inform parent and teachers and gain input in assisting their child to attain proficiency, achieve at high levels, and meet grade level and ELD standards.</p> <p>Teachers meet with parents each reporting period to discuss reclassification</p>	General Funds	<ul style="list-style-type: none"> EL monitoring rosters, and where possible EL students not moving or reclassifying RFEP Monitoring Rosters 	Administrative and Instructional Staff	August 2010/ Ongoing
Increase the percentage of SWD performing at Basic and beyond on the	35%	SWD	State-wide Assessment Program	General Funds	<ul style="list-style-type: none"> Increased performance levels on site- 	Administrative	August 2010/

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Los Angeles Unified School District
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			<p>Contrasting, Causes and Effects, Analogies, Part-whole Relationships, Sequencing, Describing.)</p> <p>Intervention Teachers</p> <ul style="list-style-type: none"> Supplemental small group, standards-based instruction. <p>Saturday School</p> <p>Afterschool tutoring with classroom teacher</p> <p>Education Technology</p> <ul style="list-style-type: none"> Mind Institute educational software <p>Strategic use of interactive white board technology.</p>				

1125 E. 74th Street School

**Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix**

Personalization/College Career Ready

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Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>Periodic Assessment See monitoring indicators from CST section below to increase the median API score.</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/ activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>																													
<p>As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents “strongly agree” or “agree” that</p> <ul style="list-style-type: none">• there are opportunities for parent involvement• they feel welcome at this school• there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). <p>% of Parents that Responded:</p> <table><tr><td></td><td><u>2009</u></td></tr><tr><td>Florence</td><td>32%</td></tr><tr><td>McKinley</td><td>26%</td></tr><tr><td>Miramonte</td><td>24%</td></tr><tr><td>Parmelee</td><td>30%</td></tr><tr><td>Sixty-Sixth</td><td>26%</td></tr></table> <p>Total feeder school % Parents that Responded:</p> <table><tr><td><u>2009</u></td></tr><tr><td>28%</td></tr></table> <p>New School- Projected 5-Year Growth</p> <p>Baseline = 28% (2009 total Parents that Responded)</p> <table><tr><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>50%</td><td>65%</td><td>85%</td><td>95%</td><td>100%</td></tr><tr><td>(+15%)</td><td>(+15%)</td><td>(+10%)</td><td>(+5%)</td><td></td></tr></table>		<u>2009</u>	Florence	32%	McKinley	26%	Miramonte	24%	Parmelee	30%	Sixty-Sixth	26%	<u>2009</u>	28%	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	50%	65%	85%	95%	100%	(+15%)	(+15%)	(+10%)	(+5%)		At least 90% of parents respond “Strongly agree” or “agree”	All Parents	<p>Provide opportunities for parent participation both on and off-site.</p> <p>Scheduled end of reporting period parent conferences, and mid-trimester proficiency conferences.</p> <p>Provide a warm, welcoming environment that encourages and bolsters parent participation.</p> <p>Establish and maintain high levels of School-Home communication.</p> <p>Parent Surveys to drive workshop development.</p> <p>Parent workshops</p> <ul style="list-style-type: none">• Math• Literacy• Survey results-based workshops	General Funds	<ul style="list-style-type: none">• Increased response rates – 100% participation• Welcoming environment and opportunities to participate – increase to 100% parent positive responses.• Parent home involvement - Increase to 100% parent positive responses.• Communication – Communication should be consistent and expected.• Increased and improved parent partnerships and welcoming environments• Increased external partnerships to support instructional incentives and parent participation support• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home	Administrative and Instructional Staff	August 2010/ Ongoing
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<u>2009</u> Florence Opportunities 92% Feel Welcome 92% Involvement 49% McKinley Opportunities 95% Feel Welcome 96% Involvement 41% Miramonte Opportunities 92% Feel Welcome 88% Involvement 44% Parmelee Opportunities 92% Feel Welcome 87% Involvement 44% Sixty-sixth Opportunities 88% Feel Welcome 85% Involvement 46% Total Feeder School % Parent Survey <u>2009</u> Opportunities 92% Feel Welcome 90% Involvement 45% New School- Projected 5-Year Reduction Baseline = 92% (2009 total Opportunites) Baseline = 90% (2009 total Feel Welcome) Baseline = 45% (2009 total Involvement) <u>2010</u> <u>2011</u> <u>2012</u> <u>2013</u> <u>2014</u> Opportunities 100% 100% 100% 100% 100% Feel Welcome							

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Safe Schools

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<p>The majority of students “strongly agree” or “agree” that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)</p> <p>% of students that responded:</p> <table><tr><td><u>Feeder School</u></td><td><u>2009</u></td></tr><tr><td>Florence</td><td>72%</td></tr><tr><td>McKinley</td><td>98%</td></tr><tr><td>Miramonte</td><td>0%</td></tr><tr><td>Parmelee</td><td>91%</td></tr><tr><td>Sixty-sixth</td><td>0%</td></tr></table> <p>Total Feeder school % of students that responded:</p> <table><tr><td><u>2009</u></td></tr><tr><td>52.2%</td></tr></table> <p>New School Projected 5-Year Growth</p> <p>Baseline = 52.2% (2009 total students that responded)</p> <table><tr><td><u>2010</u></td><td><u>2011</u></td><td><u>2012</u></td><td><u>2013</u></td><td><u>2014</u></td></tr><tr><td>80%</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table> <p>(+20%)</p> <p>% of students “strongly agree” or “agree” that they feel safe in their school :</p> <table><tr><td><u>Feeder School</u></td><td><u>2009</u></td></tr><tr><td>Florence</td><td>82.5%</td></tr><tr><td>McKinley</td><td>80%</td></tr><tr><td>Miramonte</td><td>0%</td></tr><tr><td>Parmelee</td><td>80%</td></tr><tr><td>Sixty-sixth</td><td>0%</td></tr></table>	<u>Feeder School</u>	<u>2009</u>	Florence	72%	McKinley	98%	Miramonte	0%	Parmelee	91%	Sixty-sixth	0%	<u>2009</u>	52.2%	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	80%	100%	100%	100%	100%	<u>Feeder School</u>	<u>2009</u>	Florence	82.5%	McKinley	80%	Miramonte	0%	Parmelee	80%	Sixty-sixth	0%	At least 90% of students respond “strongly agree” or agree	All Students	Provide safe, clean, welcoming campus, that is sensitive and responsive to the needs of it students and families.	General Funds	<ul style="list-style-type: none">• Increased and improved parent partnerships and welcoming environments• Increased external partnerships to support instructional incentives and parent participation support• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home• Increased clear and accurate, updated communication regarding school policy and procedures, between school and home	Administrative and Instructional Staff	August 2010/ Ongoing
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Total Feeder school % of students “strongly agree” or “agree” that they feel safe in their school. <div>2009</div> <div>50%</div> <u>New School</u> Projected 5-Year Growth Baseline = 64.20% (2009 total students that responded that they feel safe in their school.) <div>2010 2011 2012 2013 2014</div> <div>90% 100% 100% 100% 100%</div> (+10%)							
Decrease the number of suspensions <div>06-07 07-08 08-09 Change</div> <div>83,542 75,049 TBD TBD</div> Feeder Schools <div>07-08 08-09 Change</div> <div>Florence 1.6% 1.5% -.1%</div> <div>McKinley .4% .1% -.3%</div> <div>Miramonte .8% 2.3% +1.6%</div> <div>Parmelee .3% .9% +.6%</div> <div>Sixty-sixth 7.7% 5.3% -2.0%</div> Total Feeder school % of students suspended: <div>07-08 08-09</div> <div>2.16% 2.02%</div> <u>New School</u> Projected 5-Year Reduction Baseline = 2.02% (2009 total % students	25%	All Students	<u>Character Counts Program</u> <ul style="list-style-type: none"> Character education for all students based on the six pillars of character (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship). School-wide activities and assemblies to reinforce and reward positive character traits. Parent education in school-wide behavioral expectations. 	General Funds	<ul style="list-style-type: none"> Decrease the number of suspension until they are non-existent. Increase the number of preventive school-wide discipline plans that are effectively implemented. 	Administrative and Instructional Staff	August 2010/ Ongoing

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<p style="text-align: center;">suspended)</p> <p style="text-align: center;"><u>2010</u> <u>2011</u> <u>2012</u> <u>2013</u> <u>2014</u> 0% 0% 0% 0% 0%</p>							
<p>Increase attendance of staff and students</p> <p style="text-align: center;"><u>07-08</u> <u>08-09</u> <u>Change</u></p> <p>Students: 93.99% TBD TBD</p> <p>Staff: 93% TBD TBD</p> <p>Feeder Schools- Staff and Student Attendance:</p> <p style="text-align: center;"><u>07-08</u> <u>08-09</u> <u>Change</u></p> <p><u>Florence</u></p> <p>Students: 97% 97% 0%</p> <p>Staff: 94% 95% +1%</p> <p><u>McKinley</u></p> <p>Students: 97% 97% 0%</p> <p>Staff: 93% 94% +1%</p> <p><u>Miramonte</u></p> <p>Students: 95% 95% 0%</p> <p>Staff: 93% 95% +2%</p> <p><u>Parmelee</u></p> <p>Students: 95% 95% 0%</p> <p>Staff: 93% 94% +1%</p> <p><u>Sixty-sixth</u></p> <p>Students: 95% 95% 0%</p> <p>Staff: 94% 92% -2%</p> <p>Total</p> <p>Feeder school % of staff and student attendance:</p> <p style="text-align: center;"><u>2008</u> <u>2009</u> <u>Change</u></p> <p>Student : 96% 96% 0%</p> <p>Staff : 93% 94% +1%</p> <p style="text-align: center;"><u>New School</u></p> <p style="text-align: center;">Projected 5-Year Growth</p>	96% 96%	All Students	<p>Principal Honor Roll Scholar of the Week/Daily Attendance Awards</p> <p>Increase student attendance incentives/rewards systems</p> <p>School-wide student recognition</p> <p>Increase staff attendance incentives/rewards systems</p> <p>School-wide staff recognition</p>	General Funds	<ul style="list-style-type: none"> • Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition 	Administrative and Instructional Staff	August 2010/ Ongoing

Appendix M: Assessment Plan by Grade Level

Assessment	Grade Level and Subject	Type	Frequency	Rationale
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	K-5 ELA	Standardized	3 times per year	DIBELS is based on the findings of two kinds of research: (a) research on the prediction of reading difficulty in young children; and (b) research on what is taking place in the minds of people who are learning to read. Each indicator in DIBELS measures a foundational skill whose contribution to reading comprehension is established (Rayner et al., 2001).
Writing Portfolios	K-5 ELA	Portfolio	Ongoing	If a child can write about a skill, then the student understands the skill. Further, portfolios serve as an authentic road map of students' progress over time.
Open Court Unit Assessment	K-5 ELA	Summative/Textbook Unit Assessment	Every six weeks	Results from Open Court Unit Assessments will be utilized with other assessments for instructional grouping and re-teaching. These assessments are directly aligned to the school's standardized curriculum.
Terra Nova	K-1 Reading, Math,	Standardized/Summative	Once in the spring	Terra Nova is a proven reliable indicator for most types of

Assessment	Grade Level and Subject	Type	Frequency	Rationale
	Social Studies, Science			educational decision-making. (e.g., on program effectiveness, class grouping, needs assessment, and placement in special programs).
California English Language Development Test (CELDT):	K-5 ELL	Standardized Formative/Summative	On enrollment then annually	CELDT will provide teachers with information on students' English Language Development and will support their transition from the ELL program.
Publisher's Tests	K-5 All	Summative	End of units	Publisher tests will provide teachers with information about students' understanding of the content they have studied in the core content textbooks and instructional programs.
Teacher-Made Tests	K-5 All	Formative/Summative	Ongoing	Teachers will work collaboratively to design assessments that supplement standardized and publisher designed test in order to provide information specific to the needs of their particular class and students.
Teacher Observations	K-5 All	Formative	Ongoing	Teachers will note students' performances and interactions in the classroom through observation, capturing information about student understanding/misunder

Assessment	Grade Level and Subject	Type	Frequency	Rationale
				standing that can be difficult to capture through written tests and assessments.
State Standardized Tests	K-5 All	Summative	Once in the spring	Crescendo Charter School will administer all required state mandated tests and report all results as required by California Education Code. Year one and two test scores for each grade level with the state approved testing program, as determined appropriate for each student, will serve as the base line test scores to assess academic growth. It is expected that Crescendo Charter School will meet the designated growth targets as described by the State of California.
LAUSD Math Periodic Assessment:	K-5 Math	Formative/Summative	Quarterly	The quarterly assessments will be administered as a pretest and posttest utilizing different versions. The results from the pretest will be utilized to drive the instructional program. The results from the posttest will be used to monitor progress. Additionally, each student will be assessed prior to entering the school utilizing the final

Assessment	Grade Level and Subject	Type	Frequency	Rationale
				quarterly assessment from the previous grade.
Culminating Task/Assignment	K-5 All	Projects Reports Oral presentations Demonstrations	Ongoing	Culminating assignments measure the degree to which a student has achieved the standard. The task specifies what the student has to produce/demonstrate and presents a challenging real life intellectual problem requiring the use of many skills to solve/demonstrate/produce.
Music Listening Tests	K-5 Music	Summative	Quarterly	Music listening exams will provide teachers with information about students' ability to identify the elements of music appropriate to the grade level
Piano Performance Exams:	K-5 Music	Summative	Quarterly	Utilizing the MIND Institute Math Education Process Level Tests, students will demonstrate their proficiency.
Reflective Journals:	K-5 Visual and Performing Arts	Portfolio	Ongoing	Chronicles written by students will reflect their experiences as well as reactions and thoughts about their arts experiences and provide teachers with valuable information about their learning.

Appendix N: Teacher Evaluation and Feedback Forms

Crescendo Charter School Pre-Observation Conference Form

Teacher: _____ School: _____
Date _____ Subject/Grade: _____ Time/Period: _____

Please answer these questions and bring the completed form to your pre-observation conference.

What will you be teaching and what content standard will it be addressing? (CONTENT)

What do you expect your students to know or do by the end of this lesson? (OUTCOME)

What activities will you and your students be doing? (PROCESS)

How will you know if your lesson is successful for all groups of students? (ASSESSMENT)

On which teaching standard(s) would you like the observer to focus?

Other comments?

Teacher checks all California Standards for the Teaching Profession that may apply during the lesson.

Engaging & Supporting All Learning Learning Experiences for All

- ☐ Connecting prior knowledge, life experience, and interests
- ☐ Using a variety of instructional strategies
- ☐ Facilitating learning experiences -autonomy, learning, choice
- ☐ Engaging students in problem solving, critical thinking, & skills
- ☐ Promoting self-directed, reflective learning for all students

Creating & Maintaining an Effective Environment for All

- ☐ Organizing the physical environment
- ☐ Planning and implementing procedures and routines
- ☐ Establishing a climate of fairness and respect
- ☐ Promoting social development and responsibility
- ☐ Establishing and maintaining standards for student behavior
- ☐ Using instructional time effectively

Understanding & Organizing Subject Matter Knowledge

Planning Instruction & Designing

- ☐ Drawing on students' backgrounds, interests & developmental learning needs
- ☐ Establishing goals for student learning
- ☐ Developing and sequencing instructional activities
- ☐ Designing long and short term plans
- ☐ Modifying for student needs

Assessing Student Learning

- ☐ Establishing learning goals for all students
- ☐ Using multiple sources of information to assess
- ☐ Involving & guiding students assessing their own learning
- ☐ Using the results of assessments to guide instruction
- ☐ Communicating with students and families about student progress

Developing as a Professional

CRESCENDO SCHOOLS
Classroom Visitation Report

School: _____ Teacher: ^{vvvggggg}_____

Grade Level: _____

Time: _____ Date of Observation _____

EVALUATION CRITERIA	EXCELLENT	ABOVE AVERAGE	SATISFACTORY	NEEDS IMPROVEMENT
A. Lesson Plans/Design of Instruction				
1. Curriculum outcomes clearly stated				
2. Activities designed to engage students in their learning				
3. Pacing reflects needs of students				
Note:				
B. Preparation of Students for Learning				
4. Instructional objectives clearly articulated to students				
5. Appropriate motivational techniques engage students				
6. Day's topic related to prior learning				
7. Adequacy of guided and independent practice				
8. Clarity of directions or explanations				
Note:				
	EXCELLENT	ABOVE AVERAGE	SATISFACTORY	NEEDS IMPROVEMENT
C. Teaching/Delivery of Instruction				
9. Actively teaches and supervises students				
10. Instructional input/command of subject matter				
11. Instruction focused on objectives				
12. Models expected behavior and guides student practice				
13. Students involved in manipulating ideas and information to produce meaning				

	EXCELLENT	ABOVE AVERAGE	SATISFACTORY	NEEDS IMPROVEMENT
C. Teaching/Delivery Continued				
14. Corrective feedback used while monitoring student progress and time on task				
15. Provisions for individual differences				
16. Uses cooperative/collaborative groupings				
17. Students involved in closure/summary of lesson				
Note:				
D. Conditions Conducive to Learning				
18. Classroom appearance				
19. Provides welcoming attitude and eagerness to work with all students				
20. Apparent rules and procedures for classroom activities and events				
21. Maintains an organized, positive, and safe environment				
Note:				
E. Interpersonal Communications				
22. Demonstrates high expectations of students				
23. Classroom rules and consequences consistent with school and district guidelines				
24. Effectively manages student behavior				
Note:				
F. Evaluation Techniques				
25. Uses variety of evaluation techniques				
26. Assists students in evaluating their own progress				
Note:				

General Comments/Recommendations:

Date post-observation conference held _____

Administrator Name _____ *Teacher Initials* _____

CRESCENDO CERTIFICATED PROFESSIONAL IMPROVEMENT PLAN

The Professional Improvement Plan is used to assist certificated personnel not meeting expectations in one or more criteria. The administrator/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

Employee:

Supervisor:

School:

Date:

Reviewer:

Professional Improvement Plan Goals

GOAL 1: Develop my skills and instructional resources in

<i>Activities/Steps to be Taken</i>	<i>Resources/ Persons Needed</i>	<i>Data to be Collected</i>	<i>Timelines/ Deadlines</i>	<i>Initial approval</i>

GOAL 2: Develop my skills and instructional resources in

<i>Activities/Steps to be Taken</i>	<i>Resources/ Persons Needed</i>	<i>Data to be Collected</i>	<i>Timelines/ Deadlines</i>	<i>Initial approval</i>

GOAL 3: Develop my skills and instructional resources in

<i>Activities/Steps to be Taken</i>	<i>Resources/ Persons Needed</i>	<i>Data to be Collected</i>	<i>Timelines/ Deadlines</i>	<i>Initial approval</i>

_____ (Meeting #1)		_____	
Employee's Signature	Date	Supervisor's Signature	Date
<i>Plan completed:</i> _____	<i>Plan revised:</i> _____	<i>Plan continued:</i> _____	
<i>Date plan reviewed:</i> _____			

_____ (Meeting #2)		_____	
Employee's Signature	Date	Supervisor's Signature	Date
<i>Plan completed:</i> _____	<i>Plan revised:</i> _____	<i>Plan continued:</i> _____	
<i>Date plan reviewed:</i> _____			

_____ (Meeting #3)		_____	
Employee's Signature	Date	Supervisor's Signature	Date
<i>Plan completed:</i> _____	<i>Plan revised:</i> _____	<i>Plan continued:</i> _____	
<i>Date plan reviewed:</i> _____			

_____ (Meeting #4)		_____	
Employee's Signature	Date	Supervisor's Signature	Date
<i>Plan completed:</i> _____	<i>Plan revised:</i> _____	<i>Plan continued:</i> _____	
<i>Date plan reviewed:</i> _____			

_____ (Meeting #5)		_____	
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Employee's Signature

Date

Supervisor's Signature

Date

Plan completed: _____

Plan revised: _____

Plan continued: _____

Date plan reviewed: _____

(Meeting #6)

Employee's Signature

Date

Supervisor's Signature

Date

Plan completed: _____

Plan revised: _____

Plan continued: _____

Date plan reviewed: _____

Crescendo Charter School
 SELF-ASSESSMENT (mid-year)
 Certificated Teacher Evaluation

Teacher: School: Year:

Evaluator: Status: ☐ Part-Time ☐ Full-Time

DIRECTION: Complete for all standards and key elements listed on Individual Performance Goals.

Standard 1: Engaging and Supporting All Students in Learning	Evidence and Reflection
<input type="checkbox"/> Connecting prior knowledge, life experience, and interests <input type="checkbox"/> Using a variety of instructional strategies <input type="checkbox"/> Facilitating learning experiences -autonomy, learning, choice <input type="checkbox"/> Engaging students in problem solving, critical thinking, & skills <input type="checkbox"/> Promoting self-directed, reflective learning for all students	
Standard 2: Creating and Maintaining Effective Environments for Student Learning	Evidence and Reflection
<input type="checkbox"/> Organizing the physical environment <input type="checkbox"/> Planning and implementing procedures and routines <input type="checkbox"/> Establishing a climate of fairness and respect <input type="checkbox"/> Promoting social development and responsibility <input type="checkbox"/> Establishing and maintaining standards for student behavior <input type="checkbox"/> Planning and implementing classroom procedures and routines that support student learning <input type="checkbox"/> Using instructional time effectively	
Standard 3: Understanding and Organizing Subject Matter for Student Learning	Evidence and Reflection
<input type="checkbox"/> Demonstrating knowledge of subject matter content	

<input type="checkbox"/> Organizing curriculum to support student understanding <input type="checkbox"/> Integrating ideas and information <input type="checkbox"/> Developing student understanding-instructional strategies <input type="checkbox"/> Using materials, resources, and technologies	
--	--

Standard 4: Planning Instruction and Designing Learning Experiences for All Students	Evidence and Reflection
<input type="checkbox"/> Drawing on students' backgrounds, interests & developmental learning needs <input type="checkbox"/> Establishing goals for student learning <input type="checkbox"/> Developing and sequencing instructional activities <input type="checkbox"/> Designing long and short term plans <input type="checkbox"/> Modifying instructional plans to adjust for student needs	

Standard 5: Assessing Student Learning	Evidence and Reflection
<input type="checkbox"/> Establishing learning goals for all students <input type="checkbox"/> Using multiple sources of information to assess <input type="checkbox"/> Involving & guiding students assessing their own learning <input type="checkbox"/> Using the results of assessments to guide instruction <input type="checkbox"/> Communicating with students and families about student progress	

Standard 6: Developing as a Professional Educator	Evidence and Reflection
<input type="checkbox"/> Reflecting on teaching and learning <input type="checkbox"/> Establishing professional goals and pursuing opportunities to grow professionally <input type="checkbox"/> Working with communities to improve professional	

<p>practice</p> <p><input type="checkbox"/> Working with families to improve professional practice</p> <p><input type="checkbox"/> Working with colleagues to improve professional practice</p>	
---	--

Teacher Signature

Date

Appendix O: Meeting the Needs of Special Education Students

Crescendo Charter School intends to be a public school of LAUSD for purposes of special education only.

Crescendo Charter School will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). Crescendo Charter School will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

Crescendo Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in Crescendo Charter School.

Crescendo Charter School will adhere to all Los Angeles Unified School District policies and procedures regarding special education.

Crescendo Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree, including compliance with the Annual Plan, submitting documents and information, participating in reviews, and attending informational sessions and meetings.

Crescendo Charter School will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The charter will maintain copies of assessments and IEP materials for district review. Crescendo Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEP's, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements. Crescendo Charter School will develop Individual Transition Plans to help students with disabilities, ages 14 and older, in transitioning successfully to adult living.

Crescendo Charter School will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). Crescendo Charter School will participate in internal validation review (DVR).

Crescendo Charter School is responsible for the management of its special education budgets, personnel, programs and services. Crescendo Charter School will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

Crescendo Charter School will implement the programs and services, including providing related services, required by the IEP's of the students enrolled at Crescendo Charter School. Crescendo Charter School may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from the District, subject to availability and

on a “fee-for-service” basis, by submitting written requests to the Charter Office. Crescendo Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to Crescendo Charter School from District schools or District affiliated charter schools, Crescendo Charter School will provide those related services required by the students’ IEP’s upon the students’ enrollment. However, to allow for a smooth transition to independent charter schools, the District shall continue to fund services for those special education students enrolling in independent charter schools who have been receiving non-public agency (NPA) services from the District *for thirty (30) days after enrollment*. This will allow Crescendo Charter School time to conduct an IEP team meeting and to execute contracts as necessary to facilitate the students’ transition to Crescendo Charter School. When requested by Crescendo Charter School, a representative from the Local District Special Education Office may attend a student’s first IEP meeting at the independent charter school to assist with transition issues.

For students transferring to Crescendo Charter School from other school districts, Crescendo Charter School shall provide related services required by the students’ IEP’s upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. Crescendo Charter School will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program. Parents must consent to an initial evaluation and placement and be notified of any change in placement.

Crescendo Charter School shall implement intervention services utilized to support students who have not yet been identified as having a disability, but who are demonstrating early signs of academic, social or behavioral difficulty that may lead to referral and placement in a special education program. These intervention services will include, but not limited to, after school tutoring, small group learning center time, Saturday School, and participation in the Plus One mentoring program.

Parents may make referrals for assessments and must receive a response within 15 days from the school. All staff members will be responsible for submitting any referral information to the school Principal within 24 hours of receipt. The assessment plans that are provided to parents describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. When available and applicable, the school Principal, a professionally trained staff member, or designee will provide an overview of the contents of the assessment plan for the parent upon delivery. Additionally, the referral process shall include the results of a school team meeting that has reviewed information from the search and serve activities that indicate the most appropriate evaluations to be included in the Assessment Plan.

Crescendo Charter School will be responsible for the development of assessment plans for

students with suspected disabilities. Crescendo Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education by consensus of the student's IEP team. Assessments may include individual testing, observations, interviews as well as reviews of school records, reports, and work samples. Crescendo Charter School is keenly aware and will enforce the requirement for parent consent for all special education assessments. Additionally, the school will conduct assessments in the areas related to the suspected disability. The school will ensure that assessments are without cultural, racial, and/or gender bias. Multidisciplinary teams will include teachers knowledgeable in the various disabilities.

Assessments shall be completed within the current mandated 50-day (calendar) period. The Crescendo Charter School shall conduct an Individualized Education Program (IEP) team meeting within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. An IEP team meeting shall be held annually to review student progress and triennially to review the results of a reevaluation of student progress. IEP team membership shall include parent/guardian, school administrator, current teacher, and other persons such as those who assessed the student or served the student. It shall also include special education representation from the District and from the student's district of residence, if other than LAUSD, when service will be considered within least restrictive environments other than at the Crescendo Charter School.

The Crescendo Charter School 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 at Crescendo Charter School. In the event that Crescendo Charter School is unable to provide an appropriate placement or services for a student with special needs, Crescendo Charter School will contact the District to discuss placement and service alternatives. *Charter School 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 Crescendo Charter School, including but not limited to placement at a District school or at a non-public or private school, will be considered.* If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity without District representation on the IEP team, Crescendo Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement. Crescendo Charter School will also maintain responsibility for monitoring progress towards IEP goals for the student with special needs. Crescendo Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

Crescendo Charter School 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.

Crescendo Charter School 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.

Crescendo Charter School will ensure that student discipline and procedures for suspension and expulsion of students with disabilities are in compliance with state and federal law. Discipline procedures will include positive behavioral interventions. In accordance with the Modified Consent Decree, Crescendo Charter School will collect data pertaining to the number of special education students suspended or expelled.

Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to Crescendo Charter School 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.

In the event that a parent or guardian of a student attending Crescendo Charter School initiates due process proceedings, both Crescendo Charter School and the District will be named as respondents. Whenever possible, the District and Crescendo Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, Crescendo Charter School will be responsible for its own representation. If Crescendo Charter School retains legal representation for a due process proceeding or other legal proceeding or action, Crescendo Charter School will be responsible for the cost of such representation.

Because Crescendo Charter School will manage, and is fiscally responsible for, its students' special education instruction and services, Crescendo Charter School will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that Crescendo Charter School failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEP's, and implementing IEP's).

If parents' attorneys' fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on Crescendo Charter School's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, Crescendo Charter School will be responsible for payment of those attorneys' fees and costs.

Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to Crescendo Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. Crescendo Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. Crescendo Charter School will be solely responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

Special Education Local Plan Area (SELPA)

The District is approved to operate as a single-district SELPA under the provisions of the California Education Code, Section 56195.1(a). Charter schools authorized by the District are deemed to be public schools within the District for purposes of special education. The District will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in Crescendo Charter School in the same manner as students in all District schools.

Funding for Special Education

Crescendo Charter School shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). Crescendo Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures. Crescendo Charter School may request specific related services from the District on a fee basis if the District availability.

The District will collect a fair share contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include but are not limited to: 1) maintaining a full continuum of program options; 2) professional development and training; 3) consultation and technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaints; 5) assistance/participation at IEP team meetings and other opportunities from special education support units and 6) implementation of the Modified Consent Decree.

The fair share contribution collected for 2006-07 will not exceed 27%. The maximum fair share percentage will be reviewed annually by the Budget Division, Crescendo Charter School's Office, and the Division of Special Education, and the percentage may be adjusted by a maximum of 2% per year upward or downward to reflect changes in expenditure patterns or in federal or State special education revenue streams. The calculation of the fair share contribution shall be based upon a rationale designed by the District's Budget Services Office with consideration of the district's encroachment and other factors.

District Responsibilities Relating to Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff.

Modifications to Special Education Responsibilities and Funding

The special education responsibilities of Crescendo Charter School and the District, and the special education funding model may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding (“MOU”). If such an MOU is executed its provisions shall be incorporated by reference into this Charter and shall, to the extent necessary to carry out the intent of the MOU, supercede the provisions on special education responsibilities and funding set forth above.

Special Education Discipline Language for Charter Petitions

In the case of a special education student, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student’s misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student’s IEP or 504 Plan. If it is determined that the student’s misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Appendix P: Resumes of Leadership Team and Support Staff

JOHN V. ALLEN
5 Acanthus
Las Flores, CA 92688
714-585-8162

EDUCATIONAL EXPERIENCE

Education	Degree/Credential
Education Administration National University La Jolla, CA 1999	Professional Clear Administrative Services Cred.
Education Administration California State University Dominguez Hills Carson, CA 1992	Master of Arts Preliminary Administrative Services Cred.
District Intern Program Los Angeles Unified School District Los Angeles, CA 1988	Multiple Subject Cred. Language Development Specialist
Music Composition and Theory Wayne State University Detroit, MI 1984	Master of Music
Music Composition and theory Wayne State University Detroit, MI 1979	Bachelor of Music

PROFESSIONAL EMPLOYMENT EXPERIENCE

2005 – Present	Executive Director, Crescendo Charter Schools
Los Angeles Unified School District 2003- 2005	Principal, Watts Learning Center Charter School
2002-2003	Fourth Grade Teacher, Claudia Ross, Principal, Compton Elementary School
Capistrano Unified School District Principal, Don Juan Avila Elementary School 1999-2002	Principal, Don Juan Avila Elementary School
1996-1999	Principal, Del Obispo Elementary School
Placentia-Yorba Linda Unified School District 1995-1996	Assistant Principal, Kraemer Middle School

1994-1995 Assistant Principal, John Tynes Elementary School
Los Angeles Unified School District
Kindergarten, First and Fourth Grade Teacher, Peggy Taylor-Presley, Principal, West Athens
Elementary School

AWARDS AND RECOGNITIONS

Earned **First Place** in the Bright Idea category from the **California School Public Relations Association** (CALSPRA), Don Juan Avila Elementary School 2001

Received recognition as a **Title I Achievement Award** recipient in 2003-04 and 2004-05

Received Recognition as a **California Distinguished School**, Watts Learning Center Charter Elementary School 2003-2004

Received Recognition as a **California Distinguished School**, Del Obispo Elementary School 1999-2000

Received State of **California Healthy Start Grant**, John Tynes Elementary School 1995

Received recognition as a finalist for the Music Center sponsored **BRAVO Award** for achievement in the Arts and school community, West Athens Elementary School 1994

PROFESSIONAL TRAINING AND EXPERIENCES

Participated in **California School Leadership Academy**, 1995 – present

Selected as a **Mentor Teacher**, West Athens Elementary School 1992-94

Served as Language Arts and Fine Arts instructor for **the LAUSD Intern Program** and CBEST/NTE Trainer for new teacher workshops, 1991-94

RELATED EXPERIENCES

Employed as Director of Music, Holy Name of Jesus Church 1990 – present

PROFESSIONAL ORGANIZATIONS

Association for California School Administrator
Phi Delta Kappa
Association for Supervision and Curriculum Development
American Federation of Musicians

Stephanie A. Schmier

2335 S. Bentley Ave. #102
Los Angeles, CA 90064
917-716-1640 (cell)
sas2139@columbia.edu

EDUCATION:

- February 2010 Ed.D Curriculum and Teaching
Teachers College, Columbia University, New York, NY
Dissertation: *Our Space: Researching Literacies and Identities In and Across Classroom and Online Spaces.*
Sponsor: Dr. Marjorie Siegel
- December 2000 M.A. Educational Psychology, with distinction
California State University, Northridge, Northridge, CA
Thesis: *Increasing Student Achievement in Mathematics through a Technology Integrated Curriculum.*
Advisor: Dr. Beverly Cabello
- December 1995 Multiple Subjects Credential, Cross-Cultural Language and Academic Development
California State University, Northridge, Northridge, CA
- June 1991 B.A. Psychology
University of California, Los Angeles, Los Angeles, CA

RESEARCH AND PROFESSIONAL DEVELOPMENT:

- 2007- present Charter School Research Consultant/Curriculum Advisor
Para Los Niños, Los Angeles, CA
Crescendo Charter Schools, Los Angeles, CA
- 2004-2007 Program Coordinator/Literacy Advisor, Morse CPET Center
Teachers College, Columbia University, New York, NY
- 2003-2004 Math/Technology Coach, Micheltorena Elementary School
Los Angeles Unified School District, Los Angeles, California

- 2002-2003 Teaching and Learning Specialist, Urban Learning Centers
Los Angeles Educational Partnership, Los Angeles, California
- 2000-2002 Research Fellow, IMMEX Project
University of California at Los Angeles, Los Angeles, California

TEACHING:

- 2006-2007 Instructor, Department of Curriculum and Teaching
Teachers College, Columbia University, New York, NY
Learning & Teaching in the Primary Reading/Writing Classroom
Learning & Teaching in the Intermediate Reading/Writing Classroom
Methods and Materials for Reading Instruction
- Fall 2005 Teaching Assistant, Professor Thomas Hatch
Teachers College, Columbia University, New York, NY
School Change
- Spring 2001-
Fall 2001 Instructor. Accelerator Collaborative Teacher (ACT) Program
California State University Northridge, Northridge, CA
Basic Technology Methods
- Fall 2000 Teaching Assistant, Dr. Donna Emery-Dorsey
California State University Northridge, Northridge, CA
Technology in Language Arts
- 1995 – 2001 Classroom Teacher and Founding Member
Montague Charter Academy Los Angeles Unified School District

PUBLICATIONS:

- Vasudevan, L., DeJaynes, T., & Schmier, S. A. (In Press). Multimodal Pedagogies: Playing, Teaching, and Learning with Adolescents' Digital Literacies. In D. E. Alvermann: *Adolescents' Online Literacies: Connecting Classrooms, Media, and Paradigms*. New York, NY: Peter Lang.
- Enriquez, G. & Schmier, S. A. (2009). Multiliteracies in Action: Integrating Technology into the Balanced-Literacy Classroom. In L. K. Clarke and K. Besnoy: *High-Tech Teaching: A Step-by-Step Guide to Using Innovative Technology in Your Classrooms*. Austin, TX: Prufrock Press.
- Siegel, M., Kontovorki, S., Schmier, S. A., & Enriquez, G. (2008). Literacy in Motion: A Case Study of a Shape-Shifting Kindergartener. *Language Arts*, 86(2), 9-18.

Schmier, S. A. (2008). [Review of the book *Displacing Place: Mobile Communication in the Twenty-First Century*]. *E-Learning*, 5(2), 220-222.

Schmier, S. A. (2000). *Increasing Student Achievement in Mathematics through a Technology Integrated Curriculum*. Unpublished thesis, California State University Northridge, Northridge, CA

PRESENTATIONS:

Schmier, S. A. (2010, May). *Hacking "Their-Space": Researching Youth as Content Creators and Media Hackers in Online Social Networking Communities*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Schmier, S. A. (2009, December). *"About Me": Designing Identities through Online Literacy Practices and Performances*. Paper presented at the National Reading Conference, Albuquerque, NM.

Schmier, S. A. (2009, April). *Girls Interrupted: Negotiating Discursive Tensions through Multimodality in an Urban Public Middle School*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Schmier, S. A. (2009, February). *(Em)powering Youth through Multimodality: An Analysis of Power and Discourse in an Urban Middle School Classroom*. Paper Presented at the National Council for Teachers of English, Assembly for Research, Los Angeles, CA.

Schmier, S. A. (2008, March). *Spatial Design: Shaping Social Spaces for Possibilities through the Design of Multimodal Texts*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Schmier, S. A. & Cabezas, B. (2008, February). *Capturing Learning in Motion in a Digital Media Studies Classroom*. Paper presented at the 29th Annual Ethnography in Education Research Forum, Philadelphia, PA.

Schmier, S. A. (2008, February). *"See you Online Miss": Researching with a Group of Youth in an Online Social Networking Community*. Paper presented at the National Council for Teachers of English, Assembly for Research, Bloomington, IN.

Kontovourki, S., Tocci, C., Johnson, E., Schmier, S. A., Oppenheim, R., & Quinn, M. (2007, October). *Solution is the Problem? Exploring the Provision of Solutions and the Conceptualization of Change in Educational Research*. Paper presented at the Curriculum and Pedagogy Conference, Austin, TX.

Schmier, S. A., Siegel, M., & Kontovourki, S. (2007, April). *Writing Outside the Lines: Exploring Kindergarten Children's Multimodal Writing Practices on 'Pages' and 'Screens'*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Schmier, S. A. (2007, February). *"Because of the Way I Dress": A Poststructural Reading of One Adolescent Girl's Literacy Performances across Online Social Networking and Classroom Spaces*. Paper presented at the National Council for Teachers of English, Assembly for Research, Nashville, TN.

Schmier, S. A., Siegel, S., & Enriquez, G. (2006, November). *Fighting for the Right to be Multiliterate in Kindergarten: A Case Study of One Girl's Engagement with Literacy and Technology*. Paper presented at the National Reading Conference, Los Angeles, CA.

Palacio-Cayetano, J., Schmier, S. A., Dexter, S., & Stevens, R. (2002, June). *Experience Counts: Comparing Preservice and Inservice Teachers' Technology Integration*. Paper presented at the National Educational Computing Conference, San Antonio, TX.

Schmier, S. A. (2000, November). *Increasing Student Achievement through a Technology Integrated Curriculum*. Panel presented at the Education Trust National Conference, Washington DC.

RESEARCH GRANTS:

- | | |
|-----------|---|
| 2008-2009 | Adolescent Literacy Predoctoral Fellowship, \$25,000
National Academy of Education |
| 2007-2008 | Spencer Foundation Dissertation Research Training Grant, \$750
Teachers College, Columbia University |
| 2007 | Betty Fairfax Research Grant, \$500
Teachers College, Columbia University |
| 2006-2007 | Dean's Grant for Student Research, \$2000
Teachers College, Columbia University |

AWARDS:

- | | |
|-----------|---|
| 2006 | Outstanding Instructor Award
Teachers College, Columbia University |
| 2005-2006 | A. Harry Passow Doctoral Fellowship, \$2,200
Teachers College, Columbia University |

2005 Doctoral Candidate Certification Exam Distinguished Pass
Teachers College, Columbia University

2005-2006 Department of Curriculum and Teaching Scholarship
Teachers College, Columbia University

PROFESSIONAL AFFILIATIONS AND SERVICE:

2008 National Conference on Research in Language and Literacy, member

2006-present National Reading Conference, member, proposal reviewer

2006-present American Educational Research Association, member
Reviewer of proposals Division G and Writing and Literacies SIG

Annie Rinaldi

8517 Pershing Drive, Apt. 2, Playa de Rey, CA 90293 Tel: 213-280-9763 Email:
annaelisabetta@mac.com

Professional Experience

Crescendo Charter School, *Principal*, Los Angeles, California

2007 – Present

- Supervised instruction and instructional activities including the use of data to implement improvements in teaching and learning.
- Facilitated and fostered learning communities.
- Evaluated and conducted the hiring of teacher and staff.
- Arranged and presented research based professional development.
- Maintained open communication with all school stakeholders.
- Supervised the implementation and development of all instructional programs.
- Organized recruitment for Crescendo Schools.
- Facilitated and modeled the use of interactive whiteboards.
- Oversaw special education compliance per LAUSD guidelines.
- Managed and oversaw the daily operations of the facility.
- Motivated and evaluated teachers and staff in order to maintain a safe and positive environment.
- Implemented Thinking Maps program school-wide.
- Coordinated CST and 5th grade fitness testing.
- Coordinated CELDT testing.

Compton Avenue Elementary School, *Bilingual Coordinator*, Watts, California

2004 – 2007

- Collaborated with the principal and teachers to ensure that professional development and intervention services met the needs of EL students.
- Conducted professional development.
- Modeled ELD lessons using Into English! and Thinking Maps.
- Maintained compliance with state and federal categorical programs.
- Assisted the office staff with the enrollment of ELs.
- Monitored ELD and academic progress for ELs.
- Reclassified students.
- Coordinated the selection of classroom materials.

Martin Luther King, Jr. Elementary School, *Educator*, Los Angeles, California

2002 – 2004

- Taught EL and EO students – 1st, 2nd, 3rd, and 5th grades.
- Chaired grade level for two years.
- Planned and taught standard based lessons.
- Analyzed student data on a regular basis to adjust my instruction.

Coordinator/Committee Involvement

Martin Luther King, Jr. Elementary School, Los Angeles, California

1997 – 2004

- Local site Technology Committee member
- AEMP coordinator
- HEP coordinator
- PEP coordinator
- Physical Education Committee member

Ten Schools Leadership Committee

2004 – 2007

- Collaborated with teachers, administrators, and chapter chairs to share strategies, implement district policies, and maintain high academic standards.

Ten Schools Professional Development Committee

1997 – 2006

- Collaborate with teachers and administrators to prioritize, schedule, and organize summer and winter staff development.

Education

National University, Masters of Education, Clear Professional Credential with CLAD emphasis

California State Dominguez Hills, Multiple Subject Clear Credential with BCLAD emphasis

Boston College, Bachelor of Arts, English Literature

Languages

Fluent in Spanish, Italian and French.

References upon request.

Lakisha A. Johnson

421 W. Poppyfields Dr. Altadena, CA 91001 Phone: (626) 345-9214 E-mail:
astunningaka@yahoo.com

Objective

Be an effective instructional leader at Crescendo Charter School by obtaining the principal position

Qualifications

- Proven success in implementing instructional programs
 - Exceptional educational leadership skills
 - Strong practical and theoretical foundation in educational planning, instruction, and assessment
 - Excellent management and organization skills
 - Strong oral and written communication skills
 - Great at problem solving
- Outstanding at meeting deadlines

Education

California State University, Long Beach

Long Beach, California

2006-Jan. 2007

Credential Earned: Clear Administrative Services Credential

University of La Verne

La Verne, California

2004-2005

Degree Earned: Master of Education: Educational Management
Preliminary Administrative Services Credential

District Alternative Certification Program

Compton, California

2001-2002

Credential Earned: Clear Professional Multiple Subjects Credential

California State University, Northridge

Northridge, California

1995-1998

Degree Earned: B.A. Radio/TV/Film: Media Management

Experience

Literacy Coach (2008 – 2009)

Los Angeles Unified School District (Los Angeles, CA)

- Facilitating student learning, as well as, teacher self-reflection through lesson study
 - Consulting with school site administrators to implement the school site plan for English-Language Arts instruction and professional development
 - Providing literacy workshops based on school needs
 - Assisting teachers in the selection, preparation and usage of appropriate tools for monitoring, adjusting and reinforcing reading instruction, for all students, based on scientifically based research
 - Support the individual needs of teachers at the school site
 - Developing and refining school intervention and enrichment programs

Literacy Coach/Consultant (2007 – 2008)

Smar²tel Learning Links (Marina, Del Rey, CA)

- Responsible for providing one-on-one coaching assistance for a maximum of 30 teachers in 3 school sites
 - Assisted teachers to develop collaborative skills and a common language for communication
- Developed teachers to become diagnostic, prescriptive teachers of reading consistent with Smar²tel's professional development model
 - Provided 60-80 hours of customized literacy workshops per school year, including the Reading Process
 - Consulted with school site administrators to develop a yearly site plan for literacy instruction and professional development
 - Developed and implemented a measurable monthly professional development plan for teachers assigned to Smar²tel's professional development process
 - Assisted teachers in the selection, preparation and usage of appropriate tools for monitoring, adjusting and reinforcing reading instruction, for all students, based on scientifically based research
 - Designed and developed training to support the individual needs of assigned teachers
 - Developed teachers in coaching, team building, workshop development and leadership skills
 - Conducted action research at designated school sites
 - Designed and developed adult learning activities based on adult learning theory
 - Trainer for state adopted SB472 Open Court training

Assistant Principal (2005 – 2007)

Bellflower Unified School District (Bellflower, CA)

- Assisted the principal in providing leadership to the instructional program
 - Assisted in the supervision of students and both certificated and classified staff members
 - Assisted in developing school plans and organizational procedures for the health, safety, discipline, and conduct of students
 - Assisted in monitoring the progress of pupils and take action to ensure student success
 - Attended and participated in student, staff, district, and school-related community functions
 - Interacted with parents, students, and staff concerns in a sensitive and timely manner
 - Supervised assigned auxiliary services including textbooks, assessment, library services, and safety
- Assisted in supervising school site programs: Special Education, English Language Learners and other instructional programs, including facilitating the implementation of the Response to Intervention model

Curriculum Resource Teacher (2002 – 2005)

Compton Unified School District (Compton, CA)

- Worked with students to improve reading, decoding, and spelling skills
 - Worked with teachers on curriculum and classroom management skills
 - Continued formal/informal assessment
 - Worked with school administrator as testing coordinator
 - Worked with school administrator as special projects representative
 - Worked with school administrator as textbook coordinator
 - Strong communication with families of students and other members of the community present on campus
 - Administrative designee in administrator's absence

Elementary School Teacher (1999 – 2002)

Compton Unified School District (Compton, CA)

- Taught third grade ALP (accelerated learning program) classroom
 - Ongoing planning and objectives in accordance with California standards based curriculum
 - Continued formal/informal assessment
 - Strong communication with families of students and other members of the community present on campus
- Leadership team

REFERENCES AVAILABLE UPON REQUEST

NaKneetra Myers

1085 S. Genesee Ave.
Los Angeles, CA 90019
nakneetra@yahoo.com
(323) 934-4141

Summary

Dedicated educator with eight years of experience. My interests lie in student academic and personal development. I believe in the importance of education to produce informed, responsible citizens. Areas of expertise include, facilitation of professional development sessions, parental involvement, student-centered learning and cooperative learning.

Experience

Educational Specialist/Field Associate 2005 to 2006

21st Century Learning Phoenix, AZ

Supported staff in developing programs to meet physical, social, emotional, and intellectual needs for each student, while establishing acceptance of new methods and standards among the staff. Responsibilities also included teaching reading and math recovery to below grade-level students in grades 1st - 8th.

- Successfully implemented a Writing Curriculum Program into E. Bethlehem Lutheran School and a Curriculum Mapping Program into St. Bartholomew Catholic School.
- Planned educational schedules of students.
- Maintained frequent parental and teacher contact to update student progress.
- Facilitated Sales Support Meetings with district representatives.
- Facilitated Mind Streams Seminars as assigned by the corporate office.
- Coordinated and implemented training related to all 21st Century Learning Programs and services and other programs necessary.
- Provided support for training and operations related to programs and services.

Certified Classroom Teacher 2002 to 2005

Detroit Public Schools Detroit, MI

Managed classrooms of first through third grade students, teaching all subjects. Developed lesson plans that met varied student needs, evaluated and assessed children's development, and implemented study methodologies to enhance children's progress.

Active member of the grant writing committee, school improvement team, and served as the chairperson of the fundraising committee.

- Second grade students scored within the top percentile of all leveled students within the state of Michigan on the Michigan Educational Assessment Program.
- Served as building alternate representative for the Detroit Federation of Teachers for 3 years. Attended union meetings and kept the staff abreast of new information or upcoming changes.
- Attended teacher in-services and staff meetings, maintaining strong relationships with fellow staff and administrators.

Certified Classroom Teacher 2000 to 2002

Herlong Cathedral School Detroit, MI

Developed lesson plans to meet various students' needs, evaluated and assessed student progress, and implemented strategies to enhance student achievement. Crafted interesting real-life and entertaining student centered activities.

- Successfully implemented a school-wide mock election to culminate the study of the 2000 Presidential Election.
- Cheerleader coach and advisor for the varsity and junior varsity pep squads. Editor of school newsletter.
- Attended teacher in-services and staff meetings, maintaining strong relationships with fellow co-workers, staff,

and administrators.

- Observed students to determine their interests, background, learning styles, and parent preferences.

Certified Classroom Teacher 1998 to 2000

Guilford County Schools High Point, NC

Managed a classroom of fifth grade students, teaching all areas of Communication within a blocked period of time.

- Successfully improved student achievement.
- Provided tutoring to students on Saturdays. Assistant basketball coach.
- Attend professional in-services, staff meetings, and sat on many committees within the building.

Education

M.ED. Educational Leadership 2003

Wayne State University Detroit, MI

GPA: 3.8, Major GPA: 3.8

B.S., Elementary Education 1998

South Carolina State University Orangeburg, SC

GPA: 3.4, Major GPA: 3.4. Graduated Cum Laude. Presidential Scholar.

Additional Skills

- Experienced in preparing for and leading seminars and workshops.
- Experienced in planning student and teacher schedules.
- Experienced in writing and researching grants.
- Skilled in the art of positive classroom dynamics.

Professional Memberships

- Honors Society, Alpha Kappa MU
- Sorority, Alpha Kappa Alpha
- Awareness, National Scleroderma Foundation

Seminars, Training, and Workshops

- “Writing As A Measure of Thinking”, San Juan Capistrano, CA. 2006. Provided experiential education strategies to educators. Emphasis is on learners learning best when they work together to solve real world problems in safe, cooperative environments. Presented by: Dr. John Antonelli, Educational Consultant
- “Developing Critical Thinking Skills to Enhance Student Achievement”, Phoenix, AZ. 2006. This summit focused on the preparation of US students to compete with students globally. Presented by: Alan November
- “Blurred Issues: Race, Gender, The Female Administrator”, Detroit, MI. 2006. The workshop highlighted key areas of focus to successfully reach your goal of becoming a female administrator. Presented by: Marie Latham Bush, Superintendent of Schools Cleveland, Ohio

NICOLE FIOLA

8517 Pershing Dr #2

Playa Del Rey CA, 90293

Tel.: (626) 483-1497

Email: missnicolefiola@gmail.com

Self-directed, enthusiastic educator with a passionate commitment to student development and the learning experience. Skilled in the design of challenging, enriching, and innovative activities that address diverse interest and needs of students. Posses outstanding communication skills; present information in a variety of ways emphasizing relevance of class material to world beyond the classroom. Active team member who effectively collaborates with all levels of staff members and establishes quality relationships with students. Deeply committed to improving children's lives and continuously strive to lead by example. Passion for teaching, learning and student success.

Experience in:

- Curriculum Design & Development
- Differentiated Instruction
- Cooperative Learning
- Interactive Learning
- Mentoring & Motivation
- Classroom Management
- Student-Centered Learning
- Multicultural Awareness
- Student Assessment
- Whole Group Learning

EDUCATION

<i>Sept. 2007 - June 2009</i>	<i>Completed BTSA program through LAUSD</i>
<i>Sept. 2002 - Dec. 2004</i>	CAL POLY POMONA Multiple Subject Credential (SB 2042 Credential)
<i>Sept. 1997 - Dec. 2001</i>	CAL STATE SAN BERNARDINO Bachelor of Arts in Liberal Studies (Concentration in Human Development)
<i>Sept. 1993 - June 1997</i>	SOUTH HILLS HIGH SCHOOL General Education

SKILLS: Powerpoint, Excel, Word, WebQuest Design, Accelerated Reader, Accelerated Math, Accelerated Grammar and Spelling, Activeboard, ST Math

Work Experience

Crescendo Charter Academy
July 1, 2009 - July 31, 2009
Summer School Principal

- Establish an interesting summer school theme (Academic Olympics) to motivate students to learn
- Recruit and select teachers as office staff
- Provide training where needed (ActivBoard and Thinking Maps)
- Set up room assignments for teachers and students
- Assist teachers by providing attendance lists and evaluation forms when needed and supplying them with materials
- Provide evaluation reports to teachers and students
- Act as a liaison with the church office
- Handle all discipline
- Organize Olympic culminating activities at the park for students and parents
- Work with small groups to develop fluency and Math fact automaticity

Crescendo Charter School
March 2007 to Present
3rd Grade Teacher/ 4th Grade Teacher (Lead Teacher)

Taught core curriculum, planned and implemented lesson plans. Created cross-curricular lessons, collaborated with colleagues to design curriculum and lesson plans. Worked with students to set up their goals. Establish and maintain positive relationships with students, parents, and

colleagues fostering an environment of open communication and support to instill a strong commitment to meeting educational objectives established for each child. Worked with colleagues as a grade level lead to compile Crescendo project for standardized testing practice. Planned an implemented Crescendo Project for 4th grade students. Developed writing program to help with achievement for 4th grade writing exam.

Fresh Start Charter School
September 2006-March 2007

Taught core curriculum, planned and implemented lesson plans. Created cross-curricular lessons, collaborated with colleagues to design curriculum and lesson plans. Worked with students to set up their goals. Establish and maintain positive relationships with students, parents, and colleagues fostering an environment of open communication and support to instill a strong commitment to meeting educational objectives established for each child

Azusa Unified School District

Slauson Middle School –SDC

Long Term Substitute, March 2006

Taught core curriculum, planned and implemented lesson plans. Created cross-curricular lessons, collaborated with colleagues to design curriculum and lesson plans. Worked with students to set up their goals. Worked with Accelerated Math and Accelerated Reader.

5th Grade Intervention Math Teacher,

Sept. 2005 - March 2006

Planned and implemented curriculum for the at-risk 5th graders who were failing math. Focused on concepts to strengthen weak areas.

Washington Elementary School,

Sept. 2005 - Jan. 2006 -

2nd Grade Teacher Long Term Substitute

Taught core curriculum, planned and implemented lesson plans. Created cross-curricular lessons, collaborated with colleagues to design curriculum and lesson plans. Worked with Accelerated Math and Accelerated Reader. Establish and maintain positive relationships with students, parents, and colleagues fostering an environment of open communication and support to instill a strong commitment to meeting educational objectives established for each child.

San Gabriel Valley Girls Club, June 2005- Sept. 2005

Team Leader

Responsible for opening the center up in the morning. Collecting tuition. Reconciling tuition payment. Planned and Implemented a two hour block of activities for girls ranging from 6 to 13. Create various theme days. Created and lead well-received reading club which was the only academic program.

Washington Elementary School, May 2005- Jun.2005

Long term Substitute - 2nd Grade

Washington Elementary School, Jan. 2005- Mar.2005

Long Term Substitute - 4th Grade (Member Child Study Team)

Charter Oak Unified School District, Sept. 2004 – 2006

Substitute Teacher

Azusa Unified School District, Jan. 2002 -2006

Substitute Teacher

VONS,

June 2000 - Dec. 2004

Glendora, California

Customer Service Representative

Bookkeeping, price changes, bagging, customer services, cashier

Washington Elementary School,

Sept. 2004 - Dec. 2004

5th Grade - Second Block Student Teaching

San Gabriel Valley Girls Club,

June 2004 - Sept. 2004

Team Leader

Responsible for opening the center up in the morning. Collecting tuition. Reconciling tuition payment. Planned and Implemented a two hour block of activities for girls ranging from 6 to 13. Create various theme days. Created and lead well-received reading club which was the only academic program.

Magnolia Elementary School,

March 2004 - June 2004

3rd Grade - First Block Student Teaching

Michelle Labayen

8671 Tamarack Way, Buena Park, Ca 90620 telephone: 714 928-6869, e-mail: michellelabayen@gmail.com

Professional Experience:

Crescendo Charter School, Los Angeles, CA

August 2006 – Present

Grade Level Lead Teacher, 1st Grade

- Utilizes multiple groupings and differentiated instruction to meet students' developmental levels
- Implements lessons across the curriculum that align with the California State Standards
- Identifies and assesses learning levels, then tailored curriculum to students' cognitive abilities
- Conducts monthly meetings with grade level teachers to discuss specific goals for first grade students
- Designs quarterly pacing guides to assist teachers in planning their curriculum
- Communicates grade level needs and concerns with administration and support staff

Highland Elementary School, Distinguished School, Riverside, CA

September 2005 – June 2006

Student Teacher, 2nd Grade, 3rd/4th Grade (ELD Academy), and 4th/5th Grade

- Developed curriculum and provided hands-on learning opportunities in the curriculum
- Created lessons across the curriculum in accordance to district and university requirements
- Implemented SDAIE strategies in assisting beginning English Learners advance at least one phase code

Highland Elementary School, Riverside, CA

November 2005 – June 2006

Substitute Teacher, K-6th Grade

- Assumed full-time leadership of classes for various grade levels in accordance to teacher's plans
- Evaluated student performance and assigned grades

Tara Village Learning Center, Cypress, CA

September 2004 – June 2005

Character Education Specialist (AmeriCorps), K-9th Grade

- Facilitated and guided students in a character education program that aligned community service projects to educational standards by instilling the ethic of civic responsibility
- Developed a multicultural program in order to promote awareness of the diversity in our nation
- Monitored and tracked session logs outlining students' progress

UCI Early Childhood Education Center, Irvine, CA

August 2003 - January 2005

Teacher's Assistant, 1-5 year olds

- Taught students motor, listening, speaking, and social skills
- Coordinated multiple activities within an active environment, stimulating discovery and learning

Academic Experience:

Masters in Education

June 2005 - June 2006

University of California, Riverside, Graduate School of Education, Riverside, CA

Bachelor of Arts, Psychology, minor in Education

March 2005

University of California, Irvine, School of Social Science, Irvine, CA

Volunteer Experience:

El Sol Academy, Santa Ana, CA

September 2004 - March 2005

Writing Coordinator, 3rd Grade

- Provided an intensive academic environment in the subject area of writing while encouraging the creative process

Crescendo Charter School PSC Application

- Introduced students to the writing process and to a wide variety of writing forms such as narratives, expository writing, and poetry

Carl Harvey Elementary, Santa Ana, CA

September 2004- December 2004

Teacher's Assistant, Kindergarten

- Immersed the students with letter and letter-sound recognition, phonemic awareness, and directionality of print
- Supported student learning by using various hands-on activities such as magnetic letters and felt boards involving recognition of shapes and letters of the alphabet

UCI Child Development Center, Irvine, CA

September 2002 – June 2003

Behavioral Assistant, 3rd-5th Grade

- Administered principles and techniques in behavior modification to students with Attention Deficient Hyperactivity Disorder
- Fostered the development of social interaction, problem solving strategies, and organizational skills

Palm Lane Elementary, Anaheim, CA

September 2000 – September 2002

After-School Mentor for YMCA Anaheim Achievers, 1st-3rd grade

- Monitored students during the after-school hours and provided support in academics and recreation
- Built extended lessons that aligned with the district's standards in reading and language arts, mathematics, visual and performing arts

Licenses/Certifications:

Professional Clear Multiple Subject Teaching Credential

June 2006

University of California, Riverside, Graduate School of Education, Riverside, CA

Substitute Teaching Certification

November 2005

Riverside Unified School District, Riverside, CA

Examinations:

Reading Instruction Competence (RICA) February 2006

National Educational Testing Service, Princeton, NJ

California Subject Examinations for Teachers (CSET)

February 2005

California Educational Testing Services, Oakland, CA

California Basic Education Skills Test (CBEST) October 2004

California Educational Testing Services, Oakland, CA

Special Skills:

Proficient in Microsoft Word, Excel, PowerPoint, and Internet Applications

Conversant in Tagalog

Hobbies/Interests: Traveling, teaching arts and crafts, photography

Scott McGuire (562) 429-2978

3357 Ocana Ave, Long Beach, CA 90808 smcguire@compton.k12.ca.us

Objective

Seek an administrative level position that will allow for the implementation of skills gained through successful experiences in leadership, professional development, and instruction of the K-12 education program.

Leadership Experience

- ☒ Academic Intervention Coach
- ☒ Principal (Interim) Caldwell Street Elementary School, Compton USD
- ☒ President- School Site Council 2006-07
- ☒ Secretary- School Site Council 2003-06
- ☒ Grade Level Chairperson
- ☒ Presenter- District Professional Development
- ☒ Chairperson- School Safety Committee 2005-2007
- ☒ Member-District Instructional Audit Team

Professional Experience

Roosevelt Middle School, Compton, California

Academic Intervention Coach

August 2007- Present

- ☒ Observe, coach and mentor classroom teachers, providing feedback regarding instruction, classroom management and classroom environment.
- ☒ Plan and organize workshops, clinics and a variety of staff development and training activities.
- ☒ Assist instructional personnel in enriching and accelerating skill acquisition in all curricular areas
- ☒ Implement techniques that include demonstration teaching, one-on-one observation and coaching
- ☒ Research, prepare and disseminate information pertaining to trends in all curricular areas
- ☒ Work with teachers and administration to determine student progress towards meeting grade level standards
- ☒ Facilitate data reflection dialogues with instructional staff and lead study groups on the core content areas
- ☒ Create vertical teams of teachers within specific subject areas committed to improving student preparation through increased teacher-to-teacher communication and vertical alignment of the curriculum

Caldwell Street Elementary School, Compton, California

Principal (Interim)

June 2007- August 2007

- ☒ Under the general direction of the Assistant Superintendent/Educational Services, I serve as the educational leader and chief executive officer of all school operations.
- ☒ Assume primary and direct responsibility for the operation and administration of all school functions.
- ☒ Evaluate the instructional program and initiates strategies for improvement or change.
- ☒ Assume direct responsibility for the management of the school by observing, setting

objectives consistent with the instructional objectives of the District, selecting the means to achieve these objectives, and evaluating the results.

☒ Supervise and evaluates the performance of all employees assigned to the school in accordance with the District's adopted uniform guidelines for evaluation and assessment, and recommends appropriate action if necessary.

☒ Identify time to regularly supervise and assist in the improvement of instruction, including direct classroom observation and conferencing with teachers and resource personnel.

Emerson Elementary School, Compton, California

Resource Teacher, Educational Technology

March 2006- June 2007

☒ Facilitate lesson design and dynamic student work in all Core Content areas for all students (Pre- k through fifth grade) using current technology.

☒ Organizing, developing, and delivering appropriate staff training programs concerned with technology education and core curriculum alignment.

☒ Providing leadership and instructional support to all instructional and administrative staff.

☒ Liaison between district technology initiatives and school based implementation and support for administrators and teachers.

Emerson Elementary School, Compton, California

Teacher- Grade Level Chairperson- Fifth Grade

August 2001- March 2006

☒ Facilitate grade level collaboration.

☒ Coordinate pacing of academic program and assessment data collection.

☒ Conduct grade level meetings in order to analyze assessment data, plan differentiated instruction, and share best practices.

☒ Teach not only academic content, learning techniques, and life skills, but also understanding, character, imagination, and self-awareness.

Credentials and Certification

California Administrative Services Credential (Letter of Eligibility)

California State University- Dominguez Hills August 2006

CLAD Certification California State University- Long Beach June 2006

California Multiple Subjects Clear Credential.

Compton Unified School District Intern Program June 2002

Education

M.A., Educational Technology, In Progress California State University- Long Beach

M.A., Education Administration, August 2006--California State University- Dominguez Hills

B.A., Child and Adolescent Studies, May 2000--California State University-Fullerton

References

References are available upon request.

Kenya Trice
Phone: (323) 823-8755
E-mail: ktrice@crescendoschools.org

Education

Pepperdine University
2004-2005
Degree Earned: Master of Education
Los Angeles, California

University of California Irvine
August 1994-September 1998
Degree Earned: B.A.
Irvine, California

Experience

Principal (2007-Present)

Crescendo Charter Preparatory West (Gardena, CA)

- Supervise students as well as certificated and classified staff members.
- Observe teachers in the classrooms and meet with them to discuss findings.
- Take care of discipline, health and safety
- Attend and participate in student functions
- Interact with parents, students, and staff on a daily basis and take care of any issues and concerns.
- Coordinator for testing, Special Education, and English Language Learners.

Elementary School Teacher

Crescendo Charter Schools (Los Angeles, CA)

- Taught Kindergarten, Second, Fourth and Fifth grade
- Lead Teacher- helped and guided other teachers
- Lesson planned according to State Standards
- Communicated with parents on an ongoing basis

Elementary School Teacher (1999-2004)

Watts Learning Center (Los Angeles, CA)

- Taught Kindergarten and Second grade

Tutor (2003-2004)

Sylvan Learning Center (Los Angeles, CA)

- Tutored small groups of students as well as one on one
- Tutored English and Math

REFERENCES AVAILABLE UPON REQUEST

Crescendo Charter School PSC Application

1333 GLENTHORPE DR. • WALNUT CA, 91789
PHONE (909)-436-5451 • E-MAIL ANGIEBCHEN@GMAIL.COM

ANGELA CHEN

OBJECTIVE

Seeking an elementary school teaching position to demonstrate strong leadership qualities and provide engaging and meaningful instruction to meet the needs of a variety of learners.

EDUCATION

Pepperdine University

*Master of Science in Educational Administration
Preliminary Administrative Service Credential*

Sept. 2009-Present

California State University, Fullerton

*Multiple Subject Teaching Credential 2042
NCLB Compliant, CLAD certified*

Jan. 2007- Dec. 2007

University of California, Santa Barbara

*Bachelor of Arts in Global Studies- Emphasis in Socio-economics and Politics
Minor in History*

Sept 2002-June 2005

PROFESSIONAL EXPERIENCE

Crescendo Charter Preparatory West
Teacher

February 2008- Present
Gardena, CA

In a 2/3rd and 3rd grade only placement demonstrated an ability to implement a successful management plan, plan curriculum, utilize technology in enriching student learning, incorporated hands on engaging learning through manipulatives and realia, used assessment driven data to assess student learning and plan targeted instruction to meet the needs of all learners.

Crescendo Charter Schools

July 2008-Present

Third Grade Lead

Los Angeles, CA

Developed 3rd Grade benchmark assessments utilizing state content standards, Demonstrate ability in a collaborative setting to organize and plan instruction with 12 third grade teachers, facilitate meetings, act as a liaison between teachers and administration,

Crescendo Charter Preparatory South


June 2009-July 2009


Summer School Principal


Los Angeles, CA

Created and maintained a safe and effective learning environment. Supported summer school teachers in instructional curriculum and connected and nurtured strong relationships with parents and students of the community.

SKILLS

 **Bilingual- English, Mandarin, some Spanish.** CLAD certified. Excellent in modifying and accommodating all learning situations to benefit EL learners.

 Effectively organizes and plans instruction to design learning experiences for all learners. Using strategies learned through attending professional conferences and trainings such as the OCRA reading conference, UCLA Math Conference, Activboard, Powerpoint, Excel, Thinking Maps, Write from the Beginning, Open Court, Houghton Mifflin, Everyday Math, and Harcourt Math.

 Possess an outstanding ability to create, develop, and analyze benchmark assessments for the grade level to guide instruction and assess student learning. Utilize a variety of tools such as an IRI, DIBELS, phoneme segmentation, anecdotal records, and informal assessment and plan instruction accordingly.

Appendix Q

CRESCENDO K -6 STAFFING MODEL

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Kindergarten	198	88	108	108	130
1	153	188	88	108	108
2	153	148	178	91	108
3	126	145	130	168	88
4	90	126	135	120	158
5	60	85	120	125	123
6	60	60	81	120	125
TOTAL	840	840	840	840	840

PRINCIPAL	1	1	1	1	1
ASST PRINCIPAL	1	1	1	1	1
TEACHERS	32	32	32	32	32

K- 3 staffs at 22:1 through 25:1 4th/5th staff at 25:1 through 29:1

RSP TEACHER	1	1	1	1	1
SDC TEACHER	1	1	1	1	1
Sp. Ed. Instuctional Aide	1	1	2	2	2
PSYCHOLOGIST	0.5	0.5	0.5	0.5	0.5
COUNSELOR	0.5	0.5	0.5	0.5	0.5
INSTRUCTIONAL AIDES	21	21	21	21	21

Instructional Aides staff at 40:1

CAMPUS AIDES	11	11	11	11	11
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Campus Aides staff at 80:1

OFFICE MANAGER	1	1	1	1	1
OFFICE CLERK	2	2	2	2	2
CUSTODIAN	2	2	2	2	2
CAFETERIA	3	3	3	3	3
NURSE	0.2	0.2	0.2	0.2	0.2

TOTAL 77.2 77.2 77.2 77.2 77.2

STUDENT: ADULT RATIO 10.1:1 10.1:1 10.1:1 10.1:1 10.1:1

10.88 10.88 10.88 10.88 10.88

Appendix R: Crescendo Compensation Overview**CRESCENDO COMPENSATION OVERVIEW**

Position	Salary Range	Months	STRS(8.25%)/PERS(9.80%)/WC(2.90%) Medicare(1.45%)/SS(6.2%)/EDD(1.40%)	Health Benefits
Principal	\$80,000 - \$99,500	11 months	(14.0%) (\$11,200 - \$13,930)	\$7,200 Maximum/yr (7% -9%)
Teacher	\$44,555 - \$72,059	188 days	(14.0%) (\$6,237 - \$10,088)	\$7,200 Maximum/yr (10% - 16%)
Instructional Aide (3hr)	\$5,940 - \$7,560	10 months	(11.95%) (\$709 - \$903)	N/A
Instructional Aide (4hr)	\$7,920 - \$10,080	10 months	(11.95%) (\$946 - \$1,204)	N/A
Instructional Aide (5hr)	\$9,900 - \$12,600	10 months	(11.95%) (\$1,183 - \$1,505)	N/A
Office Manager	\$38,920 – \$41,616	12 months	(21.75%) (\$8,465 - \$9,051)	\$7,200 Maximum/yr (17% - 18%)
Office Assistant	\$22,984 - \$27,404	12 months	(21.75%) (\$4,999 - \$5,960)	\$7,200 Maximum/yr (26% - 31%)
Custodian	\$21,216 - \$28,288	12 months	(21.75%) (\$4,614 - \$6,152)	\$7,200 Maximum/yr (25% - 34%)
Psychologist	\$54,555 - \$72,059	188 days	(14.0%) (\$7,637 - \$10,088)	\$7,200 Maximum/yr (10% - 16%)

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Counselor	\$44,555 - \$72,059	188 days	(14.0%) (\$6,237 - \$10,088)	\$7,200 Maximum/yr (10% - 13%)
Campus Aide (4 hr)	\$6,480 - \$7,920	10 months	(11.95%) (\$774 - \$964)	N/A

Position	Maximum Compensation Salary + Benefits	Months
Principal	\$98,400 – \$120,630	11 months
Teacher	\$57,992 - \$89,347	188 days
Instructional Aide (3hr)	\$6,649 - \$8,463	10 months
Instructional Aide (4hr)	\$8,866 - \$11,284	10 months
Instructional Aide (5hr)	\$11,083 - \$14,105	10 months
Office Manager	\$54,585 - \$57,867	12 months
Office Assistant	\$35,183 - \$40,564	12 months
Custodian	\$33,030 - \$41,640	12 months
Psychologist	\$69,392 - \$89,347	188 days
Counselor	\$57,992 - \$89,347	188 days
Campus Aide (4 hr)	\$7,254 - \$8,866	10 months

Appendix S: Principal Job Description

Crescendo Schools Principal Job Description Definition of job duties, roles, responsibilities and authority relationships

The position of Principal is a Full time/Exempt position/with an at-will-contract.

The Primary roles and responsibilities of the Principal shall include/but are not limited to:

1. The Principal is responsible for instructional leadership, including developing school direction, in collaboration with fellow Principals and Executive Director, consistent with Crescendo's needs and goals.
2. The Principal is responsible for setting and maintaining high standards for student performance. The Principal is responsible for enabling the school to meet the improvement standards and other goals and obligations established in the charter.
3. The Principal shall cooperate, with prior approval from the Executive Director, with outside evaluators in their efforts to assess the school's performance by establishing strong systems for data management and analysis and making the same available to the evaluators. The Principal shall assist the Executive Director in developing and implementing a school accountability plan.
4. The Principal must ensure smooth running of daily school operations, which includes managing crises effectively, maintaining discipline and order in the school and most importantly ensuring the overall safety and security of the school.
5. The Principal, in constant communication with fellow Crescendo Principals and Executive Director, shall be the lead person in the implementation of Crescendo's discipline policies.
6. The Principal is responsible for managing staff and employees at the assigned school site. Managing staff includes utilizing each employee in an effective manner as well as evaluating and responding to professional development needs. The Principal must also conduct periodic evaluations on performance and give feedback in a timely manner.
7. The Principal must develop and manage relationships with parents, family and students including monitoring student status and progress and ensuring that students are aware of progress.
8. The Principal is expected to be committed to the school's mission, vision and policies and to promote and enforce the same in concert with the Executive Director.
9. The Principal will attend and prepare a report for each scheduled EEE board meeting, as requested by the Board or Executive Director. The report will take into consideration the school accountability plan.
10. The Principal will assist the Executive Director by helping to edit and or write portions of grants.
11. The Principal will propose a site budget for the fiscal year with input from faculty, parents and SSC and present it to the Executive Director by March of each year.

The main site specific duties include:

1. Prepare regular student achievement reports

2. Recruit, evaluate and manage staff including certificated teaching staff, classified staff and special programs classified assistants.
3. Develop, coordinate and assess instructional programs including standards based core curriculum intervention programs special education program master plan for English Learner students.
4. Supervise school wide curriculum and assessment mapping including regular student achievement data analysis.
5. Develop Master Schedule in alignment with instructional program needs and supervise implementation of schedule.
6. Manage and direct safe school program including emergency operations and student discipline.
7. Develop and implement relevant and meaningful professional development for instructional personnel.
8. Supervise implementation and or implement school policies.
9. Supervise and support all compliance related reporting including categorical programs (Title, Bilingual) Civil Rights Compliance, Federal Meal Program.
10. Supervise and support the maintenance of all Enrollment and admissions procedures and records as well attendance procedures and records.
11. Facilitate the development of school wide vision goal setting and positive school culture.
12. Train and coach teaching staff on school wide teaching and learning practices.
13. Coordinate and support parent workshops, parent participation programs and family evaluations.
14. Serve on the School Site Council.
15. Report directly to the Executive Director.
16. Other duties as needed and/or assigned.

The Crescendo Principal shall have direct supervision over all school based staff as designated by the Executive Director.

Appendix T: Coordinator Job Descriptions

INSTRUCTIONAL COORDINATOR

ORGANIZATION DESCRIPTION

Crescendo Charter Schools is an organization that develops and cultivates charter schools in the area of South Los Angeles for elementary-age children. In 2005, the first school, Crescendo Charter School, was opened successfully and provided educational opportunities to its families. The second year of existence for the organization witnessed the successful opening of Crescendo Charter Academy and Crescendo Charter Conservatory. Future plans have called for the development of three additional schools in the area of South Los Angeles.

JOB DESCRIPTION

- The Instructional Coordinator will possess the ability to demonstrate best practices in a variety of teaching methods and to model a repertoire of teaching skills.
- The Instructional Coordinator will possess knowledge of “Best Practices” in the field of staff development for teachers.
- The Instructional Coordinator will possess the ability to analyze student results and achievement data in order to implement appropriate strategies to meet student needs.
- The Instructional Coordinator will possess excellent communication, interpersonal and leadership skills.
- The Instructional Coordinator will possess the ability to model teaching behavior to adult learners in a variety of settings.

JOB RESPONSIBILITIES

The Instructional Coordinator for Crescendo Charter Schools reports directly to the school Principal. The Instructional Coordinator dialogues directly with the site Principal on instructional and curricular topics. The Instructional Coordinator will perform a full range of duties, including, but not limited to:

- Oversee the development and implementation of the curriculum and programs according to specified goals within the charter petition
- Participate in the recruitment and selection of teachers
- Develop and implement relevant and meaningful professional development for instructional personnel
- Encourage the use of innovative curriculum and teaching methodologies to establish a culture of educational excellence through great professional development opportunities and coaching
- Support the improvement of student achievement by being an instructional leader with demonstrated experience in curriculum and instruction, staff development and the development a positive collaborative school culture
- Provide activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program
- Assist teachers with instructional and curricular development upon the mutual recommendation of the site Principal and the Instructional Coordinator, or the direct recommendation of the Executive Director or Board of Directors
- Maintain open, collaborative lines of communication with the Executive Director, seeking input and guidance as appropriate to support the achievement of goals and deliverables for the

schools.

POSITION QUALIFICATIONS

Education, Training and Skills Required but not Limited to:

- Master of Arts/Science degree in education, training, curriculum or instructional leadership
- Minimum of five years successful teaching experience (at least half in an urban setting)
- Evidence of instructional leadership (e.g. team leader, resource teacher).
- Must hold a professionally cleared teaching credential from California
- Extremely high standards for student academic work and student behavior
- Excellent verbal and written communication skills
- Humility, receptiveness to feedback, constant learner
- Track record of producing dramatic, measurable student achievement gains
- Strong classroom management and discipline skills
- Excellent inter-personal skills and leadership potential

WORK BASIS: 11-month year/40-hour week

START DATE: TBD

SALARY: Compensation based on applicable experience

BENEFITS: Health care and State Teachers Retirement System

CONTACT: John Allen, Executive Director
jallen@crescendoschools.org

SUBMIT: Resume, Letter of Introduction, and Three Letters of Reference

SPECIAL EDUCATION COORDINATOR JOB DESCRIPTION

GENERAL DESCRIPTION:

The job of Special Education Coordinator is for the purpose of ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the organization's program of services. Responsibilities include: managing the organization's special education programs and services; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other organization staff, serving as a resource of information regarding special education programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

ESSENTIAL FUNCTIONS:

- A. Collaborates with others (e.g. Executive Director, teachers, building principals, other professional staff, parent groups, community organizations, public agencies, etc.) for the purpose of implementing and maintaining services in accordance with programmatic and regulatory requirements.
- B. Consults with districts special education/general education staff for the purpose of maintaining existing programs and implementing new services in accordance with established timeframes, professional standards and related requirements.
- C. Develops long and short range plans in relation to assigned administrative responsibilities (e.g. policies, procedures, staffing, materials, equipment, space requirements, etc.) for the purpose of implementing regional special education programs/services and complying with local, state and federal regulations.
- D. Develops proposals, new programs and grant opportunities for the purpose of ensuring compliance with local, state and federal regulations and meeting district goals.
- E. Directs the implementation of existing and new programs/services through a combination of delegation and personal involvement for the purpose of ensuring new programs/services are provided within established timeframes in conformance with all related requirements.
- F. Facilitates meetings that may frequently involve a range of issues. for the purpose of evaluating situations, identifying appropriate actions, developing recommendations and/or implementing desired program changes.
- G. Manages assigned programs and/or services for the purpose of achieving outcomes in relation to program objectives, and ensuring conformance with legal, financial and the organization's requirements.
- H. Monitors a variety of administrative processes for the purpose of preparing reports, etc., authorizing financial transactions, ensuring compliance with local, state and federal regulations.
- I. Monitors assigned program/services for the purpose of ensuring stated outcomes are achieved, relevant policies and procedures are addressed, and services are efficiently provided within budgetary guidelines and federal/state regulatory guidelines.

- J. Participates in a variety of meetings as required (e.g. workshops, inter and intra district committees, community and public agencies, seminars, conferences, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities.
- K. Prepares a wide variety of often complex materials (e.g. plans, funding requests, reports analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- L. Presents information on a variety of topics related to administrative responsibilities (e.g. financial information, overviews of programs/services, policies and procedures, etc.) for the purpose of providing general information, training others, implementing actions, etc.
- M. Researches information required to manage assignments (e.g. relevant policies, new federal and state statutory regulations, staffing requirements, financial resources, etc.) for the purpose of developing new programs/services, ensuring program compliance with relevant federal and state requirements, securing general information and/or responding to requests.
- N. Responds to inquiries of staff, district personnel, other professional organizations, etc. for the purpose of providing information and/or direction as may be required.
- O. Responds to issues involving staff, conflicts in policies and regulations, community concerns, parental requests that may result in some negative impact and/or liability if not appropriately addressed for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.

Assists with other responsibilities as assigned by the Executive Director.

Appendix U: Teacher Job Description

EMPLOYEE ROLES, DUTIES AND RESPONSIBILITIES

- 5.1 **THE ROLE OF THE TEACHER.** The teacher's role is to provide Crescendo Schools' students with a high quality education in an environment that is safe and an atmosphere that promotes exploration, expands educational horizons, and develops understanding and acceptance of other members of the school community.
- 5.1.1 The Teacher is obligated to follow the guidelines and policies as set down by the Crescendo Schools Charter and as enunciated by the Director and the Board of Directors of Expectations of Educational Excellence.
- 5.1.2 Teachers report directly to the site Principal. The Principal will be responsible for the ongoing evaluation and monitoring of classroom teaching, adherence to the school philosophy, and working with Teachers in fully implementing the school curriculum.
- 5.2 **TEACHER RESPONSIBILITIES: CURRICULUM.** Teachers will:
- 5.2.1 Work with the Principal and other staff to develop and implement a school curriculum that reflects the school philosophy, addresses the educational needs of the students, and allows teachers to teach and students to learn.
- 5.2.2 Evaluate the individual needs of the students, and develop an educational learning plan that addresses those needs while reflecting the curriculum.
- 5.2.3 Develop classroom thematic units based upon the school-wide themes for the entire school year.
- 5.2.4 Provide for classroom learning opportunities that are child-centered, age appropriate, and challenging for each student.
- 5.2.5 Create a classroom environment that reflects enthusiasm for learning and the creativity of the teacher.
- 5.2.6 Be available for Student Study Team Meetings and IEP meetings
- 5.2.7 Research and utilize the community resources available to the school, plan and organize field trips that are consistent with the curriculum, and expand the learning opportunities of children.
- 5.3 **TEACHER RESPONSIBILITIES: COMMUNICATION.** Teachers will:
- 5.3.1 Maintain regular communication with the parents and guardians of his or her students. This communication may take the form of newsletters, phone calls, and special notes sent home.

Appendix V: Teacher Recruitment Plan

After Board Approval on February 23, 2010, the team will begin immediately a ninety-day strategic aggressive search for the new instructional team. After listing the position, the time proven Crescendo process is as follows: (1) The candidates will be paper screened with an eye for bilingual proficiency, visual and performing arts background, and positive experience with the student population. The screening team consists of administrators, lead teachers, and the Human Resources Director; (2) The first interview round is conducted by a panel of an equal number teachers and administrators; (3) Every day during the first round of interviews, the candidates are force ranked; (3) The highest ranked candidates are asked to return for a second interview that consists of a twenty-five to thirty minute demonstration lesson focused on a pre-selected English Language Arts standard; (4) After the lesson, one administrator and one teacher conduct a clinical discussion with the candidate that focuses on the strengths and weaknesses of the lesson; (5) The highest ranked candidates are invited to return to teach a second demonstration lesson with the intent that the candidate will take the information from the clinical discussion and apply it to the second lesson; (6) After the second demonstration lesson, the highest ranked candidates are offered conditional employment, awaiting Executive Director recommendation and Board Approval. The general responsibilities of the classroom teacher will include but are not limited to: (1) Provide a high quality standards-based instructional program, (2), furnish enrichment and remediation lessons when appropriate, (3) plan and prepare grade-level appropriate lessons, (4) adhere to instructional guides provided by administrative team, (5) provide continual assessment of student progress and maintain appropriate records, (6) actively seek professional growth opportunities, (7), promote open communication with all stakeholders in the school community, (8) adhere to all Crescendo Charter School personnel policies, (9) maintain regular, punctual attendance, (10) possess knowledge of school curriculum, and (11) conduct workshops.

Appendix W: Start Up Plan

Startup Plan	2010								
	Jan	Feb	Mar	April	May	June	July	Aug	Sept
Human Resources									
Develop Job Descriptions-Classified									
Develop Job Descriptions-Certificated									
Post Job Descriptions-Class. & Certificated									
Human Resources Staff Selects Applicants for Interviews									
First Round Interviews									
Supplemental Interview, Meeting, Presentations									
Candidates Selected									
Offers of Employment Made									
Hiring Commences									
Hiring Completed									
All Staff Orientation									
Finances									
Operational Budget Developed, Accounting Plan Developed									
Operational Budget Finalized									
Operational Budget Ammended based on May budget revision									
Operational Budget Approved by Board of CNCA									
Accounts Established & Operative									
Facilities & Operations									
Facilities Agreement-Discussions with District commence									
Operations Agreement-Discussion with District commence									
Facilities Agreement-Discussions with District continue									
Operations Agreement-Discussion with District continue									
Facilities Agreement Finalized									
Operations Agreement-Finalized									
Site Access-contngent on DSA and Fire Marshall Approval									
FFE Installed									
Set up of Information Systems, Training, Commencement of use									
Recruit and Enroll Students									
Identify Internal Recruitment and Enrollment Team									

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Establish Policy and Procedures									
Update and Develop Informational Materials									
Work with District MPD to receive student information									
Communicate with students and families to enroll in boundary students									
Outreach to students for purposes of enrollment									
Hold lottery if there are open seats and there is a need									
Family Orientation/Welcome to CNCA event(s)									
School Leadership									
Principal Candidate Job Description Developed									
Principal Candidate Job Description Disseminated									
Principal Candidates First and Second Interviews									
Principal Hired									
Principal Begins, focus on Curriculum, SPED, ELL plans, personnel									
Principal Plans School Year w Leadership Team									
Principal Leads Summer PD and Staff Orientation									
Policies and Procedures									
Work with District on new or amended charter									
School Policies and Procedures developed									
Discipline Policy developed									
Parent & Student Manual developed and disseminated									
Staff Policy developed and disseminated									
Procurement									
Needs Analysis conducted, books, supplies, other									
Agreements Finalized, Vendor Meetings and Discussions, Orders placed									
Delivery of Material									
Instructional Plan, Professional Development									
Instruction Planning & Professional Development Needs Discussed & Assessed									
Instruction Planning & Professional Development Program Development									
Professional Development Program Finalized									
Summer PD Institute									
Grade Level and Content Area Meetings and Shared Planning									

Appendix X: Operations Plan

Service	Description	Service Standard	Estimated Costs
Student Information System	SchoolMax. Includes Attendance, Grade Reporting, Census, Enrollment, Master Scheduling, Testing and Assessment, Family Module, GATES, etc. for K-12. Additionally, it includes integration with legacy systems such as Transportation, MAPS, and similar.	Availability: 24/7 (99.9%) Responsiveness: M-F, 6:00am – 6:00pm. 2 hour response.	\$10.34/PUPIL
Special Education Management/ Health Management & Medi-Cal Billing	Welligent Special Education IEP and Services tracking. Student Health management system and Medi-Cal billing	Availability: 24/7 (99.9%) Responsiveness: M-F, 6:00am – 6:00pm. 2 hour response.	\$2.12/PUPIL
Intercommunication/ Public Address System Maintenance & Support	Primary school system as well as autonomous systems serving auditoriums and PE fields, including bell tones	Availability: 24/7 Responsiveness: M-F, one day response; unless entire site is down, then immediate.	\$54/HOUR plus materials
Radio System Maintenance & Support	Provide programming on hand held radios and site diagnostics for base stations. Monitor and ensure FCC compliance.	Availability: 24/7 Responsiveness: M-F, next business day.	\$54/HOUR plus materials
Intrusion Alarm Monitoring & Support	Maintenance of site systems that support asset protections for classrooms and offices by notifying School Police in the event of a break-in.	Availability: 24/7 Responsiveness: M-F, next business day; unless entire site is down, then immediate	\$54/HOUR plus materials
Special Education Program Policies and Procedures / Chanda Smith Consent Decree	A federal mandate under Individuals with Disabilities Education Act (IDEA), the Special Education program serves students with special needs which are incorporated into most schools in the District. This service is provided regardless of the proximity of the child's home to the child's school of attendance and is based on the child's Individualized Education Program (IEP). The Chanda Smith Consent Decree is a court-mandated order that requires Los Angeles Unified School District (LAUSD) to comply with all state and federal special education laws including transportation. Various IEP mandates are met by the Transportation Services Division.	Frequency: Daily Performance Standards: On time arrival rate Cost per trip	Cost covered by school
Magnet Program	A Court-Ordered voluntary integration opportunity available to	Frequency: Daily Performance Standards: On time arrival rate	District provides – based on LAUSD

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	students in grades K-12 living within LAUSD boundaries into specialized school programs. Magnet programs may be part of a regular school site or a site unto itself (full magnet school). For transportation eligibility, the student must reside outside the receiving school attendance boundary or outside a three-mile radius (secondary) and two-mile radius (elementary) of the receiving school, whichever is further.	Cost per trip	transportation guidelines
ELEMENTARY SCHOOL	Basic police services consistent with current service - Elementary School	Frequency: As needed for safety concerns and a minimum weekly contact. Responsiveness: Average five minute response time for emergency situations. Federal, State, or District Guidelines: State mandate to provide a safe school environment. Visibility: Highly visible safety presence utilizing uniformed officers in marked patrol vehicles and on marked police motorcycles.	Patrol Response/ \$ 20,601.
Breakfast & Lunch, After School Snacks, Saturday programs, etc.	Food Services provides a comprehensive approach to school meals. The products and services support the District's educational mission by providing nutrients that students need for learning each day in the classroom. Products include a complete breakfast and lunch meal consisting of a protein source (meat or meat alternative), grain or bread, fruit and vegetable and milk. The Division also provides an After School Snack option for schools that extend the mandated educational day through enrichment activities.	Frequency: Daily Responsiveness: As needed, including but not limited to lockdowns, state/federal emergencies, etc. Performance Standards: Breakfast Participation Rate Lunch Participation Rate	No Cost

Five Year Budget 1700 W 46th (K-5 Crescendo) (6-8 Celerity) Complex 2010-2015		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	RATE	Year 1 Total	Year 1 Per ADA	Year 2 Total	Year 2 Per ADA	Year 3 Total	Year 3 Per ADA	Year 4 Total	Year 4 Per ADA	Year 5 Total	Year 5 Per ADA
Expectations School 1			95%		96%		96%		97%		97%
1 Grades K-3		476	452.2	498	475.6	498	478.1	480	463.2	454	440.4
2 Grades 4-6		224	212.8	202	192.9	202	193.9	220	212.3	246	238.6
3 Grades 7-8		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
4 Grades 9-12		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Average Daily Attendance (ADA)		700	665.0	700	668.5	700	672.0	700	675.5	700	679.0
4 Percentage of Free and Reduced Students	92%	644	611.8	644	615.0	644	618.2	644	621.5	644	624.7
7 Percentage of Econ Disadvantaged	55%	385	0.0	385	367.7	385	369.6	385	371.5	385	373.5
5 Percentage of ELL/LEP students	50%	350	332.5	350	334.3	350	336.0	350	337.8	350	339.5
TTL Compensatory Education	197%	735	333	735	702	735	706	735	709	735	713
Number of Teachers		33	33.0	33	33.0	33	33.0	33	33.0	33	33.0
Substitute Rate	5%	PSY = 5 Coun = 5		PSY = 5 Coun = 5		PSY = 5 Coun = 5		PSY = 5 Coun = 5		PSY = 5 Coun = 5	
0		0									
Revenue		0									
Cola on Expenses - Minimum	1.02										
Revenue Limit Sources											
8011 Principal Appor. For K-3	\$ 4,778.00	2,160,612	3,249.0	2,317,816	3,467.2	2,399,850	3,571.2	2,418,390	3,580.1	2,368,223	3,487.8
8011 Principal Appor. For 4-6	\$ 4,855.00	1,033,144	1,553.6	955,310	1,429.0	989,121	1,471.9	1,093,805	1,619.3	1,253,998	1,846.8
8011 Principal Appor. For 7-8	\$ 5,003.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8011 Principal Appor. For 9-12	\$ 5,845.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8011 Portion funded by School District	(1,202)	(799,330)	-1,202.0	(803,537)	-1,202.0	(807,744)	-1,202.0	(811,951)	-1,202.0	(816,158)	-1,202.0
TTL Revenue Limit Sources		2,394,426	3,600.6	2,469,589	3,694.2	2,581,227	3,841.1	2,700,244	3,997.4	2,806,063	4,132.6
Federal Revenue											
8290 NCLB	300	220,500	331.6	220,500	0.0	220,500	328.1	220,500	326.4	220,500	324.7
8220 Child Nutrition Program	365	235,060	353.5	235,060	351.6	235,060	349.8	235,060	348.0	235,060	346.2
8290 Other Federal Income- (Incl.CDE Grant)	-	125,000	188.0	125,000	187.0	0	0.0	0	0.0	0	0.0
TTL Federal Income		580,560	873.0	580,560	868.5	455,560	677.9	455,560	674.4	455,560	670.9
Other State Revenue											
8321 Special Ed. Master Plan Current Year	\$ 525.00	349,125	525.0	350,963	525.0	352,800	525.0	352,800	522.3	352,800	519.6
8434 Class Size Reduction K-3	\$ 945.00	449,820	676.4	470,610	704.0	470,610	700.3	453,600	671.5	429,030	631.9
8560 State Lottery Income	\$ 131.00	0	0.0	30,490	45.6	88,032	131.0	88,491	131.0	88,949	131.0
8584 In lieu of Economic Impact Aid	\$ 318.00	233,730	351.5	233,730	349.6	233,730	347.8	233,730	346.0	233,730	344.2
8584 Block Grant K-3	\$ 400.00	180,880	272.0	237,795	355.7	239,040	355.7	231,600	342.9	220,190	324.3
8584 Block Grant 4-6	\$ 400.00	85,120	128.0	96,455	144.3	96,960	144.3	106,150	157.1	119,310	175.7
8584 Block Grant 7-8	\$ 400.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8584 Block Grant 9-12	\$ 400.00	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8590 Other State Revenues - SB740 Facilities Reimbursement	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TTL Other State Revenue		1,298,675	1,952.9	1,420,043	2,124.2	1,481,172	2,204.1	1,466,371	2,170.8	1,444,009	2,126.7
Other Local Revenue											
8660 Interest	-	500	0.8	500	0.7	500	0.7	500	0.7	500	0.7
8790 From Districts - In Lieu of Property Taxes	1,202	799,330	1,202.0	803,537	1,202.0	807,744	1,202.0	811,951	1,202.0	816,158	1,202.0
8700 Other - Grants Walton and PCSGP		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8700 Other - Fundraising		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
8700 Revolving Loan	-	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TTL Other Local Revenues		799,830	1,202.8	804,037	1,202.7	808,244	1,202.7	812,451	1,202.7	816,658	1,202.7
TOTAL REVENUE		5,073,491	7,629.3	5,274,229	7,889.6	5,326,203	7,925.9	5,434,625	8,045.3	5,522,290	8,133.0
Expenditures											
Certified Salaries											
1100 Teachers' Salaries	\$ 47,000.00	1,551,000	2,332.3	1,597,530	2,389.7	1,645,456	2,448.6	1,694,820	2,509.0	1,745,664	2,570.9

Appendix Y

Five Year Budget 1700 W 46th (K-5 Crescendo) (6-8 Celerity) Complex 2010-2015		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
Expectations School 1	RATE	Year 1 Total	Year 1 Per ADA	Year 2 Total	Year 2 Per ADA	Year 3 Total	Year 3 Per ADA	Year 4 Total	Year 4 Per ADA	Year 5 Total	Year 5 Per ADA
			95%		96%		96%		97%		97%
1100 Substitute Teachers' Salaries	200	59,400	89.3	61,182	91.5	63,017	93.8	129,816	192.2	133,710	196.9
1200 School Administrators' Salaries	190,000	190,000	285.7	193,800	289.9	197,676	294.2	201,630	298.5	205,662	302.9
1900 Staff Development Supplemental Costs	125	52,500	78.9	52,500	78.5	52,500	78.1	53,550	79.3	54,621	80.4
TTL Certified Salaries		1,852,900	2,786.3	1,905,012	2,849.7	1,958,649	2,914.7	2,079,815	3,078.9	2,139,658	3,151.2
Classified Salaries											
2100 Instructional Aides' Salaries	-	162,000	243.6	166,860	249.6	171,866	255.8	354,044	524.1	364,665	537.1
2200 Classified Support	-	51,840	78.0	53,395	79.9	54,463	81.0	55,552	82.2	56,663	83.5
2400 Clerical/Office Salaries: Clerk	32,000	60,000	90.2	61,200	91.5	62,424	92.9	63,672	94.3	64,946	95.6
2900 Other Classified Salaries:	75,000	75,000	112.8	77,250	115.6	24,000	35.7	24,720	36.6	25,462	37.5
TTL Classified Salaries		348,840	524.6	358,705	536.6	312,753	465.4	497,988	737.2	511,736	753.7
Employee Benefits											
3100 - TTL STRS	8.25%	152,864	229.9	157,163	235.1	161,589	240.5	171,585	254.0	176,522	260.0
3200 - TTL PERS	9.80%	34,186	51.4	35,153	52.6	30,650	45.6	48,803	72.2	50,150	73.9
3308 - TTL Medicare	1.45%	31,925	48.0	32,824	49.1	32,935	49.0	37,378	55.3	38,445	56.6
3309 - TTL OASDI	6.20%	21,628	32.5	22,240	33.3	19,391	28.9	30,875	45.7	31,728	46.7
3400 - TTL Health & Welfare Benefits	7.20%	259,200	389.8	287,712	430.4	319,360	475.2	322,288	477.1	325,537	479.4
3500 - TTL Unemployment Insurance	1.40%	24,044	36.2	30,957	46.3	31,065	46.2	35,340	52.3	36,355	53.5
3600 - TTL Workers' Compensation	2.90%	63,850	96.0	65,648	98.2	65,871	98.0	74,756	110.7	76,890	113.2
TTL Employee Benefits	20.20%	587,698	883.8	631,697	944.9	660,860	983.4	721,025	1,067.4	735,627	1,083.4
Books and Supplies											
4100 Textbooks	175	122,500	184.2	126,175	188.7	129,960	193.4	133,859	198.2	137,875	203.1
4200 Curriculum other than Textbooks	75	52,500	78.9	54,075	80.9	55,697	82.9	57,368	84.9	59,089	87.0
4310 Instructional Materials and Supplies	50	35,000	52.6	36,050	53.9	37,132	55.3	38,245	56.6	39,393	58.0
4360 Pupil Assessment	85	59,500	89.5	61,285	91.7	63,124	93.9	65,017	96.3	66,968	98.6
4500 Other Supplies	60	42,000	63.2	43,260	64.7	44,558	66.3	45,895	67.9	47,271	69.6
TTL Books and Supplies		546,560	821.9	555,905	831.6	565,530	841.6	580,384	859.9	590,596	879.3
Services, Other Operating Expenses											
5100 Services of Instructional Consultants		72,500	109.0	73,950	110.6	75,429	112.2	76,938	113.9	78,476	115.6
5200 Travel and Conferences	-	12,000	18.0	12,240	18.3	12,485	18.6	12,734	18.9	12,989	19.1
5300 Dues and Memberships		8,000	12.0	8,160	12.2	8,323	12.4	8,490	12.6	8,659	12.8
5400 Insurance	-	30,000	45.1	30,600	45.8	31,212	46.4	31,836	47.1	32,473	47.8
5500 Utilities & Housekeeping		190,000	285.7	193,800	289.9	197,676	294.2	201,630	298.5	205,662	302.9
5600 Rentals, Leases, and Repairs (equipment)	-	70,000	105.3	71,400	106.8	72,828	108.4	74,285	110.0	75,770	111.6
5600 Rentals, Leases, and Repairs (land& building)	0	240,000	360.9	247,200	369.8	254,616	378.9	259,708	384.5	264,902	390.1
5800 Services (Legal, Audit, Other)	-	30,000	45.1	30,900	46.2	31,827	47.4	32,464	48.1	33,113	48.8
5810 Services of Noninstructional Consultants	0	90,000	135.3	92,700	138.7	95,481	142.1	97,391	144.2	99,338	146.3
5890 Other Services and Operating Expenditures	1.0%	95,000	142.9	97,850	146.4	100,786	150.0	102,801	152.2	104,857	154.4
TTL Services and Other Operating Expenses		837,500	1,259.4	858,800	1,284.7	880,663	1,310.5	898,276	1,329.8	916,241	1,349.4
Capital Outlay											
6400 Equipment	-	105,000	157.9	55,000	82.3	25,000	37.2	7,000	10.4	8,000	11.8
6500 Equipment / Replacement		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
6900 Other *(Furniture)	-	3,500	5.3	4,500	6.7	5,000	7.4	3,000	4.4	4,000	5.9
TTL Capital Outlay		108,500	163.2	59,500	89.0	30,000	44.6	10,000	14.8	12,000	17.7
Other Outgo											
TTL Other Outgo	6%	304,409	457.8	316,454	473.4	319,572	475.6	326,078	482.7	331,337	488.0
Direct Support / Indirect Costs											
7131 Special Ed-Excess Cost		45,000	67.7	50,000	74.8	60,000	89.3	75,000	111.0	75,000	110.5
7310 Interest		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
7350 District Oversight Fee est.	1.00%	36,935	55.5	38,411	57.5	39,587	58.9	40,837	60.5	41,955	61.8
TTL Direct Support / Indirect Costs		81,935	123.2	88,411	132.3	99,587	148.2	115,837	171.5	116,955	172.2
TOTAL EXPENDITURES		4,668,342	7,020.1	4,774,484	7,142.1	4,827,614	7,183.9	4,989,403	7,386.2	5,114,150	7,531.9
SUB-NET		405,148	609.2	499,744	747.6	498,588	741.9	445,223	659.1	408,140	601.1

Five Year Budget 1700 W 46th (K-5 Crescendo) (6-8 Celerity) Complex		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
2010-2015	RATE	Year 1	Year 1	Year 2	Year 2	Year 3	Year 3	Year 4	Year 4	Year 5	Year 5
Expectations School 1		Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA	Total	Per ADA
			95%		96%		96%		97%		97%
1 Reserve for Economic Uncertainty	5.0%	233,417	351.0	5,307	7.9	2,657	4.0	8,089	12.0	6,237	9.2
2 Program Reserves (Lottery & Integration)		0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3 Errors & Omissions Reserve	0.0%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TTL Additional Reserves		233,417	351.0	5,307	7.9	2,657	4.0	8,089	12.0	6,237	9.2
NET		171,731	258.2	494,437	739.6	495,932	738.0	437,133	647.1	401,903	591.9
Year to Year Totals											
Beginning Cash		0		171,731		666,169		1,162,101		1,599,234	
Net Cash Balance		171,731		494,437		495,932		437,133		401,903	
Plus Reserves		233,417		5,307		2,657		8,089		6,237	
Year to Year											
	Total Cash Balance Including Reserves	405,148		671,476		1,164,757		1,607,323		2,007,374	
Cumulative Totals											
Beginning Cash		0		405,148		904,893		1,403,481		1,848,704	
Net Cash Balance		171,731		494,437		495,932		437,133		401,903	
Plus Reserves		233,417		5,307		2,657		8,089		6,237	
	Total Cash Balance Including Reserves	405,148		904,893		1,403,481		1,848,704		2,256,844	

CRESCENDO CHARTER SCHOOL

FISCAL POLICIES

2007-2008

Submitted for Board Approval

August 20, 2005

Revised: August 25, 2007

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100 INTERNAL CONTROL POLICIES

101 *Introduction*

Internal control policies provide the Charter School with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public's confidence and the integrity of the School's activities.

102 COMPLIANCE WITH LAWS

The Charter School will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

A. Political Contributions

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200 Organizational Conflict Of Interest Or Self-Dealing (Related Parties)

The School will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

201 *Organizational Conflict Of Interest Or Self-Dealing (Related Parties) - continued*

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 *Board Of Trustees Authorities*

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with OUSD pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 *Signature Authorities*

To properly segregate duties within the Charter School, the President of the Board and the Charter Executive Director are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than \$10,000 will require dual signatures prior to check issuance.

204 *Government Access to Records*

The Business Manager or contracted business back office services provider will provide access to the organization's records to the OUSD CFO or his designee and provide supporting records, as requested, in a timely manner.

205 *Security of Financial Data*

- A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The back up will be stored in a fire safe area and properly secured.
- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager or the business back office services provider from unauthorized access.

206 *Security of School Documents*

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the Board of Trustees and subcommittees
- C. Banking agreements
- D. Leases
- E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed asset inventory list

2079 *Use of School Assets*

- A. No employee may use any of the School property, equipment, material or supplies for personal use without the prior approval of the Business Manager or Executive Director.

208 *Use Of School Credit Cards*

- A. Charter School credit cards should only be issued with the formal approval of the Board of Trustee and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.
- B. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Executive Director, unless not deemed independent than the approval would be by the Board of Trustees.

300 FINANCIAL MANAGEMENT POLICIES

301 *Basis Of Accounting*

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

302 *Accounting Policies*

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Governmental Accounting Standards Board (GASB), including Statement of Governmental Accounting Standards No. 34 – *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles.

303 *Basis of Presentation*

The accounts of the Charter School are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter School uses the following fund:

Main Fund – This fund of the Charter School is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

304 *Revenues*

Under the accrual basis of accounting, revenues recognized when earned.

305 *Expenditures*

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

306 *Incurred Costs*

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

- A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

307 *Cash Management*

- A. The School maintains cash accounts at the following banks:
 - 1. Payroll – Foothill Independent
 - 2. Operating – Foothill Independent
- B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Executive Director for collection. Appropriate collection procedures are initiated, if necessary.

308 *Grants Receivable Aging Criteria*

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

309 *Grant/Contract Invoicing*

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. The invoicing format is that specified by the funding source.

310 *Budgets*

- A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection are reviewed and approved by the Board of Trustees, at the annual meeting and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the back office services provider and reviewed by the Executive Director and presented to the Board of Trustees at each monthly board meeting.

311 *Insurance And Bonding*

- A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment
 - 4. Workers' compensation
 - 5. Personal injury liability
- B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

312 *Record Retention And Disposal*

- A. Records are maintained for the following indicated minimum periods:
 - 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
- B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

312 *Record Retention And Disposal - continued*

- E. All financial records are maintained in chronological order, organized by fiscal year.
- F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

313 *Financial Reporting*

The back office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget
- B. Monthly:
 - 1. Trial balance
 - 2. Internally generated budget vs. actual financial statements

3. Billing invoices to funding sources
4. Updating the cash flow projection

C. Periodically:

1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
2. Other reports upon request

314 *Audit*

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board*.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

315 *Audit/Finance Committee*

The Board of Trustees appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the Board of Trustees.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 *ASSETS*

402 *Bank Accounts*

- A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks :

<i>Name of Bank</i>	<i>Bank of America</i>	<i>Purpose/Limitation of Account All Transactions</i>
---------------------	------------------------	---

403 *Petty Cash Payments*

- A. Petty cash payments are made from a fund not to exceed \$250, and should be for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$200.
- B. The petty cash account is balanced on a monthly basis by the petty cash custodian. The replenishment check is made out to "(Custodian's name) - *Petty Cash Custodian*" on an as needed basis.

404 *LIABILITIES AND FUND EQUITY*

405 *Accounts Payable*

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

406 *Accounts Payable Payment Policy*

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

407 *Accrued Liabilities*

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

408 *Liability For Compensated Absences*

- A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:
 - 1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
 - 2. The employee's right to receive the compensation for the future absences is vested or accumulates.
 - 3. It is probable that the compensation will be paid.
 - 4. The amount of compensation is reasonably estimable.
- B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

409 *Debt*

- A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.
- B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 REVENUE

501 *Revenue Recognition*

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES

601 *Disposal Of Property And Equipment*

- A. No item of property or equipment shall be removed from the premises without prior approval from the Business Manager.
- B. The School has adopted standard disposition procedures for Charter School staff to follow, which include a *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 The School adheres to the following objectives:

- 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
 - 2. Make all purchases in the best interests of the School and its funding sources.
 - 3. Obtain quality supplies/services needed for delivery at the time and place required.
 - 4. Buy from responsible sources of supply.
 - 5. Obtain maximum value for all expenditures.
 - 6. Deal fairly and impartially with all vendors.
 - 7. Maintain dependable sources of supply.
 - 8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.
-
- A. The Charter School will execute a *Purchase Order* for all purchases and it shall be approved by the Executive Director for purchases less than \$15,000 and by the Board of Trustees if greater than \$15,000.

- B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

801 *Employee Mileage Reimbursement*

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if supported by invoices.
- B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

900 CONSULTANTS AND CONTRACTORS

901 *Consultant Utilization*

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

902 *Independent Contractors*

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for a number of firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.

PART II

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Business Manager before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Business Manager.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Executive Director.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider to the Executive Director.
1. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back office business services provider.
2. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

The Charter School annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

The School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The School also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

- (i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits compared to accounts receivable and bank deposits.
- (iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

- 1. Mail is opened by the Receptionist who sorts the checks and forwards them to the Executive Director or the appropriate recipient.
- 2. All checks are restrictively endorsed immediately by the Executive Director.
- 3. The back office business services provider prepares journal entries and deposit slips.
- 4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
- 5. The back office business services provider reviews and signs off on journal entries.
- 6. The back office business services provider inputs journal entries.
- 7. Either the back office business services provider or the Executive Director makes deposits on a daily or no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.
- 8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Executive Director and the back office business services provider on a monthly basis.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the School.

Procedures

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Executive Director for approval.
2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
3. The Executive Director approves checks checks, after examining the supporting documentation.
4. After having been approved and/or signed, the checks are mailed directly to the payee by receptionist.
5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by back office business services provider.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Executive Director.

PETTY CASH FUNDS

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

- (i) Reconcile petty cash funds by employees with responsibilities independent of cash receipts, disbursements or custody.

Procedures

1. The Charter School will maintain an imprest petty cash system of \$150, which will be maintained and secured by the Executive Director or their designee.
2. The Executive Director or their designee maintains a log of all disbursements made from the petty cash fund and uses a *Petty Cash Voucher* for all petty cash disbursements. No disbursements will be for greater than \$75.
3. When the fund needs to be replenished, a check request is prepared by the Executive Director or their designee, attaching the log of disbursements and the supporting vouchers. See cash disbursement procedure above for payment.
4. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
5. Funds disbursements are entered into the General Ledger by expense category when the fund is replenished.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

Procedures

New Employees

1. Requests for new employees are initiated by the Executive Director and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted. Fingerprint clearance must be received by the school before any employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the Charter School.
2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
3. Regular part-time employees will earn vacation time on a pro-rated bases based on personnel policy of the Charter School.
4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Executive Director.
1. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Executive Director.
2. Before vacation time is paid, a *Vacation Authorization Request* is to be prepared by the employee, which is reviewed and approved by the Executive Director.
3. The back office business services provider monitors vacation and sick time by maintaining a log for each individual.
4. A General Journal entry is prepared at year-end to record the accrued vacation liability.
5. Unused vacation time is based on personnel policy of the Charter School.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

- (i) Reconciliation of hours charged on time sheets to attendance records.

Procedures

Time Sheet Preparation

1. Hourly and salary employees prepare time sheets on a bi-weekly basis.
2. In preparing time sheets, employees:
 - (i) Enter hours in ink and sign the completed timekeeping record
 - (ii) Make all corrections in ink by crossing out the error and initialing the change.
 - (ii) Submit the completed time sheet to the Administrative Assistant or Receptionist.

Approval and Collection of Time Sheets

1. Each employee's time sheet is forwarded to the Administrative Assistant or Receptionist on a bi-weekly basis, which ensures all the timesheets are submitted in a timely manner. The Administrative Assistant or Receptionist forwards the timesheets to the Executive Director who reviews and approves them.
2. Authorized timesheets are collected by the Administrative Assistant or Receptionist and forwarded to the back office business services provider for processing.

Reconciliation of Payroll to Time Sheets

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Executive Director or their designee for each time sheet period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

- (i) Time records are periodically reconciled with payroll records.

Procedures

1. The Administrative Assistant or Receptionist forwards approved time sheets to the back office business services provider.
2. The total time recorded on time sheets and the number of employees is calculated by the back office business services provider.

3. Recorded hours from the bi-weekly time sheets are accumulated by the back office business services provider and communicated to the Payroll Service via modem or input into the in-house payroll software.
4. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back office business services provider.
5. The back office business services provider verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the back office business services provider.
7. The Payroll Register is reviewed and approved by the Executive Director.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The in-house payroll software calculates payroll withholdings, which are reviewed and verified by the back office business services provider.

Procedures

1. The in-house payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back office business services provider.
3. The back office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back office business services provider.

1300 DEPRECIATION

Procedures

1. The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School will use the straight line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years which ever is greater
Building Improvements	20 years
Building	30 years

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the School pays for only authorized business expenses.

Major Controls

A. Travel Policies

The School has adopted policies on travel reimbursement.

B. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses of \$25 or over (provided they are not on a per diem basis) and company credit card purchases.

C. Internal Accounting Controls

- (i) Justification for travel approved by Executive Director
- (ii) Documentation for incurred employee expenses
- (iii) Documentation for company credit card purchase.

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices in order to be reimbursed.
2. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Business Manager.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Executive Director works with the back office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Board of Trustees for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back office business services provider prepares a preliminary budgets and projection for review by the Executive Director in consultation with the school staff.
2. To support budgets and projection estimates, the back office business services provider prepares current year-to-date financial data with projections of year-end totals.

3. The back office business services provider and the Executive Director review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Trustees approves and adopts the final budgets and projection.
5. The adopted budgets totals are entered in the General Ledger by the back office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls

A. Schedule

Monthly managerial reports are prepared based on a schedule.

B. Review and Approval

Financial reports are reviewed for accuracy and completeness.

C. Audit

The annual financial statements of the School are audited by a certified public accounting firm.

Procedures

1. The back office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with *Governmental Auditing Standards*
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. The School maintains a schedule of required filing due dates for:
 - (i) *IRS Form W-2* - Wage and Tax Statement.
 - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.

- (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
 - (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - (v) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - (i) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back office business services provider for accuracy and completeness.

Crescendo

PURCHASE REQUISITION FORM

To: Business Manager	Tel:		Fax:	
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FROM: _____

CLASSROOM :

PLEASE ORDER THE FOLLOWING ITEMS FROM:

Vendor Name: _____

Address: _____

Phone : _____ Fax : _____

Catalog No.	Page	Quantity	Description	Price	Total
			<i>Shipping & Handling</i>		
					\$ _____

Charged to Account _____

Approved _____

Executive Director

Account Budget: _____

Approved

PO No.: _____

Sandro Lanni

Note: Request for purchase less than \$1,000 requires verbal quote. Items greater than \$1,000, but less than \$5,000 requires written quote from three vendors. Items greater than \$5,000 requires formal bid form three vendors.

Crescendo
PERSONAL LEAVE REQUEST FORM

Name of Employee

Date Request Made

I request approval of the following day(s) as personal leave:

Monday

Tuesday

Wednesday

Thursday

Friday

mo/day

mo/day

mo/day

mo/day

mo/day

Classes will be covered by:

Substitute Name: _____

Phone: _____

Directions for Substitute:

Lesson Plans are located _____

Daily Procedures, such as attendance, lunch orders, schedule, dismissal procedures are located:

Comments: (such as individual modifications, parent volunteers....)

Signature of Employee

Please submit this form at least 24 hours in advance to the Administrative Office for approval by Charter Leader.

Executive Director

Date Approved