COLUMBIA PREPARATORY ACADEMY OF TECHNOLOGY AND ART

Grades K-6

2012-2017
CHARTER PETITION

Respectfully Submitted To:
Los Angeles Unified School District

January 5, 2012

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APPENDICES

*AFFIRMATIONS AND ASSURANCES:

COLUMBIA PREPARATORY ACADEMY OF TECHNOLOGY AND ART
shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC
  47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the charter school.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- Accept the obligation to comply with specific sections of the Education Code: Section 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Innovation and Charter Schools Division
Letter of Intent to Apply for a Charter School

Name of proposed charter school: Columbia Preparatory Academy of Technology and Art

General location of proposed charter: Located in the city of Carson or 90746 zip code

Projected Grade Levels-Year 1: K-2 **Projected Grade Levels-Year 5: K-6**

Projected Enrollment-Year 1: 125 **Projected Enrollment-Year 5: 325**

Lead Petitioner Information:

Name: Dr. Cecilia Jefferson Freeman

Address: 19401 So. Vermont, Los Angeles

Phone number(s) : cell 310.629.2507; office 310.763.1660; fax 310.763.0357

E-mail address: ccjef822@aol.com

Other members of the Charter Development team

Dr. Stephen Sanders
Bonita Dent
Leona Smith
Joyce M. McCarthy
Kiva Dale

Certification:

__X__I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

__X__I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

____I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

_____ _____ _____

PRINT NAME **SIGNATURE** **DATE**

CHARTER BRIEFING PAGE

This page is to be submitted with your final charter petition. The information you supply will be incorporated into the Board Report that will be submitted to the Los Angeles Unified School District's Board of Education on your behalf.

Please address the following categories:

- Name of Organization Applying for Charter
- Projected Grades Served-Year 1__K-2___/ Grades Served-Year 5__K-6____
- Projected Enrollment Year 1__125___ / Number of Students -Year 5_325____
- Location Address or Target Neighborhood: Carson, CA
- Facility Status/Location: Undetermined
- Prop. 39 –Application Submitted? NO
- Does the location meet Board Policy? (Low API, Overcrowded): Yes
- Board of Directors

- Description of Mission
  CPATA's mission is to produce innovative methods of educating students that will result in:
  Students who believe in their competence,
  Students who perform optimally,
  Students who score proficient or above proficient on standardized test,
  Students who graduate from high-school, and
  Students who experience vocational or college success which will lead to an ability to be self sufficient, and a life-long quest for knowledge.

- Description of Vision
  CPATA will lift the standardized test scores of its students and produce successful, responsible, caring, respectful and inquisitive students who will be capable of participating in a diverse and changing world. With help of committed parents; a challenging standards based academic program; inspirational teachers; and visionary administrators, CPATA will create an environment in which students will thrive. The delivery of educational services, the school's environment, and the staff's commitment to educational success for *ALL* its students, will provide students with an opportunity to unleash their learning potential.

- Source/Core of Money: CPATA has secured a loan from George Session of $150,000, $70,000 from Kayretia Manley and $30,000 from Kimberly Weldon for start-up expenses.

  CPATA intends to apply for the Revolving Loan of $250,000 and the Public Charter School Grant Program of $575,000 after petition approval.

- 3 – 5 Top Leaders/Charter Development Team:

Dr. Cecilia Jefferson

CPATA Position or Role:	CPATA:CEO/ Executive Director
Education:	PhD - Social Clinical Psychology
	B.A. - Psychology
Professional Experience:	Executive Director (1989-Present)
	Fred Jefferson Memorial Homes
	Executive Director (1996 - Present)
	Freeman Enrichment Non-Public School
	Education and Social Services

Dr. Stephen Sanders

CPATA Position or Role	Governing Board President
Education:	Ph.D. Social Work
Professional Experience:	Los Angeles Department of Children and
	Family Services (1984-Present)

Bonita Dent

CPATA Position or Role:	Governing Board Treasurer & Fiscal Expert
Education:	B.S. - Economics
Professional Experience:	Accounting Manager (1995-Present)
	Controller (1985-1994)

Leona Smith

CPATA Position or Role:	Governing Board Secretary
Education:	M.A. – Counseling
	M.S. - Education
Professional Experience:	Special Education Teacher (1990 - 2006)

Joyce M. McCarthy

CPATA Position or Role:	Governing Board Member
Education:	B.S. - Education
	M.A. - Psychology
Professional Experience:	Consultant (2002-Present)
	Program Director 1992 – 2002 (nonpublic school)
	Staff Development Specialist (1990-1996)

- Has your charter applied to any other jurisdiction for approval? NO
- Are there any sister charters? NO
- What innovative elements of your charter could be considered “best practices” and replicated by other schools?

CPATA believes that our focus of technology and art is a powerful combination to capture the interest and imagination of our students.

Introduction and Founding Group

The founders of Columbia Preparatory Academy of Technology and Art (CPATA) are a well mixed group of counselors, educators, parents and community members whose goal is to provide students with the skills and exploratory experiences that enable them to reach their fullest potential as independent thinkers. CPATA's founders strongly believe that by providing a diversified curriculum and a school environment that foster civic mindedness, self-esteem and respect for individual differences, CPATA educators will address the unique needs of students in a changing society.

California Education Code 47601 offers a generous invitation to schools in California. This invitation provides opportunities for educators, parents, learners and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning
- Increase learning opportunities for all learners, with special emphasis on expanded learning experiences for learners who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for educators, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold schools established under the Charter Schools Act of 1992 accountable for meeting measurable learner outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Element 1 – The Educational Program

"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Ed. Code § 47605 (b)(5)(A)

The address of the Charter School is in the 90746 zip code located in Carson CA
The phone number of the Charter School is 310.629.2507.
The contact person for the Charter School is Dr. Cecilia Jefferson Freeman.
The term of this charter shall be from 2012 to 2017.
The grade configuration is K-6.
The number of students in the first year will be 125 students.
The grade level(s) of the students the first year will be K-2.
The scheduled opening date of the Charter School is September 2012.
The admission requirements include: None
The operational capacity will be 325.
The instructional calendar will be: September 1, 2012 to June 28, 2013
The bell schedule for the Charter School will be: 8:00 am – 3:30 pm
If space is available, traveling students will have the option to attend. Yes

Mission

CPATA's mission is to produce innovative methods of educating students that will result in:

- Students who believe in their competence,
- Students who perform optimally,
- Students who score proficient or above proficient on standardized test,
- Students who experience college success which will lead to an ability to be self sufficient, and a life-long quest for knowledge.

Vision

CPATA will lift the standardized test scores of its students and produce successful, responsible, caring, respectful and inquisitive students who will be capable of participating in a diverse and changing world. With help of committed parents; a challenging standards based academic program; inspirational teachers; and visionary administrators, CPATA will create an environment in which students will thrive. The delivery of educational services, the school's environment, and the staff's commitment to educational success for *ALL* its students, will provide students with an opportunity to unleash their learning potential.

Students We Propose to Serve

Columbia Preparatory Academy of Technology and Art (CPATA) will serve grades K through 6 in the Carson area. CPATA will target academically underserved and low performing students in the 90746 zip code. The first year of operation (2012) we project

an enrollment of 120 students serving grades K-2. We will add a grade level per year until we reach full capacity by the fifth year (2016-2017) serving 310 students.

STUDENT BODY BY GRADE LEVELS

Grades K-3 student/teacher ratio 1:25; grades 4-6 will have a student/teacher ratio of 1:25

GRADE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K	50	50	50	50	50
1	50	50	50	50	50
2	25	25	50	50	50
3		25	25	50	50
4			25	25	50
5				25	50
6					25
TOTAL	**125**	**150**	**200**	**250**	**325**

The Carson area is largely a multicultural residential area. According to the 2000 U.S. Census Bureau there is almost an equal percentage of each ethnic group (African American 25.4%, Asian 22.3%, Hispanic 34.9% and Whites 25.7%). The Carson community is located within the Los Angeles County Children's Planning Council Service Planning Area (SPA 8). The educational attainment level of the parents at the children's birth is 73.4 percent of mothers have 12 years of education and 71.5 percent of the fathers have 12 years of education.

Also, of the public school students living in the SPA 8 area who completed the 3rd grade, 31.8 percent are reading at or above the national average. And of the same public school students, 55.1 percent are completing math at or above national average in the 3rd grade. The public high school graduation rate is 77.7 percent. *Source: LAUSD 2007-2008 Report Card; Los Angeles County Children's Planning Council SPA 8 2007 Report*

The Carson (SPA8) area has greater educational success than other SPA's, however, the success is still not enough to give every student in the Carson community a quality education that she/he deserves in order to be able to be competitive and successful in higher education and beyond.

There are five public schools that surround CPATA. They are Ambler Elementary K-5, Annalee Elementary K-6, Broadacres Elementary K-5, Leapwood Elementary K-5 and Towne Elementary K-5 of the five public schools three have a statewide ranking of 2 and two of the five elementary schools are in Program Improvement status. This means that two schools out of the five have consistently not met their Academic Yearly Performance (AYP) and that schools are needed in this community that will provide an academically challenging, exciting, innovative, and creative instruction to ignite the students' love for learning. CPATA has designed such an educational program through the teaching of technology and art.

An "Educated Person" in the 21st Century

CPATA will ensure students who matriculate from sixth grade are prepared for the challenges of college preparatory middle and high schools. CPATA will be instrumental in providing student access to college and choice in life-sustaining employment as they move into the 21st century. In the 21st century, changes in our global society call for a new definition of "an educated person." Access to information is central as we become more interdependent and able to communicate more freely. This interdependency requires an understanding of the global landscape with a respectful approach to technology, communication and interaction. This interaction requires strong literacy and mathematical ability, significant problem-solving skills and a higher level of education than ever before – aligned to living and working in a globalized new millennium. 21st century adults must be lifelong learners, have a firm grasp of computer technology, work well in a multicultural society, and be prepared to handle various careers and professions over their lifetimes. The educated person will need to work cooperatively with others from diverse backgrounds, identify and solve problems, and be able to resolve conflicts in a constructive manner. "The good jobs of the future will increasingly be tied to the global economy and will require both high-tech skills and flexible, 'soft' skills – such as communication and teamwork skills – needed to compete in the 21st century economy." *Pitkin B., Garcia A., and Martinez, J., (2007) Quality of Life in Los Angeles 2007 State of the County Report. Pg 2.* Most importantly, in a highly competitive and ever-changing work place, an educated person needs to be able to succeed and graduate from college or obtain a marketable trade. By integrating the needs of the 21st century into schools, students will grow to reach their maximum potential, and foster a lifetime love of learning.

As a school, we believe that strong literacy development is *the* key competency students must master to be successful, and thus the major focus of our educational program. Like all schools in the 21st century dedicated to the academic and life success of its students, CPATA must ensure all students are educated for the demands and opportunities of the new century.

With technology, knowledge and communication as key tools for the new millennium, an unrelenting focus on literacy beginning in the earliest grades will ensure successful futures for students. A strong foundation in literacy is an integral component to ensuring *all* students are prepared to handle the complexities of the 21st century and to take their place as an educated person within our democracy.

Public schools must provide a strong academic literacy program and must hold and support the highest of expectations. Educational programs need to ensure all students succeed in learning at high levels. Therefore, a truly educated person is proficient in all core academic subjects. In addition to reading and writing, these include mathematics, science, and social studies. In our educational system, admittance into higher education is based largely on proficiency in these subjects—especially the subjects of reading, writing, and mathematics. Science and social studies have been proven important for building the prior knowledge necessary for the highest levels of comprehension and acquisition of new knowledge.

In urban centers across our country generations of children are growing up without hope of attaining the education described above. As public schools, entrusted as stewards of our children's futures, we must afford every child, regardless of his personal background, an education that ensures excellence in literacy, broad knowledge of core academic subjects, and unequivocal strength of character. This education should begin in kindergarten, and is at the root of our school's mission and vision.

The key characteristics of an 'educated person' in the 21st century entail the individual being able to:

- Possess high-order thinking skills necessary to think independently about unfamiliar problems.
- Have a broad frame of reference in mathematics, science, history, and language arts to understand and utilize new and different information.
- Communicate clearly, to effectively transmit facts, ideas, emotions, and opinions using oral, written, and visual language.
- Have the tools to ask questions, find the appropriate answers, and develop problem-solving skills, which lead to lifelong learning.
- Be competent in computer technology.
- Understand his/her own learning style, gifts, talents and abilities, including how to capitalize on strengths and weaknesses, in order to continue learning.
- Read, infer, and interpret a variety of print material, i.e. literature, poetry, newspapers, reference sources, texts, graphs, and applicatiions.
- Acquire excellent skills in the art of collaboration.
- Be accountable, responsible member of his/her community.
- Be appreciative of and exposed to experiences in the arts: music, dance, all art forms, and crafts.
- Develop character traits such as love, honor, integrity and excellence.

How Learning Best Occurs

At CPATA, learning best occurs when students are provided a rich, rigorous, standards-based education, while being engaged and included as active participants in their own learning. Such a learning environment requires the commitment of every member of the CPATA community. To construct an environment that nurtures our vision, CPATA is committed to providing the best possible educational program for every student.

Learning best occurs when students experience valuable lessons that will teach them:

- To value diversity
- To develop acceptance of others
- To develop mutual respect
- To cooperate in order to achieve team goals
- To gain a love for learning that will last a lifetime

Learning best occurs when teachers integrate constructivist teaching and learning methods with direct instructional strategies. At CPATA, these two teaching strategies will be coupled with a curriculum that is reflective of state standards, a curriculum that incorporates the arts program into core classes, and computer assisted learning. Research on effective teaching strategies for bilingual, minority, and students with disabilities support the adoption of constructivist interactive/experiential models when educating these children (Swedo, 1987; Willig, Swedo, & Ortiz, 1987). In addition, research has shown students that are minority, bilingual, or have a specific learning disability can learn and excel academically utilizing this method of instruction as well (McLeod, 2005). Constructivist teaching fosters critical thinking and creates active and motivated learners. Zemelman, Daniels, and Hyde (1993) state that learning in all subject areas involves inventing and constructing new ideas. They suggest that constructivist theory be incorporated into the curriculum, and advocate that teachers create environments in which children can construct their own understandings. Twomey Fosnot (1989) recommends that a constructivist approach be used to create learners who are autonomous, inquisitive thinkers who question, investigate, and reason. A constructivist approach frees teachers to make decisions that will enhance and enrich students' development in these areas.

Using both constructivist teaching strategies and direct instruction will enable teachers to seek out, acknowledge, and build upon every child's natural curiosity. Students will be encouraged to construct knowledge through exploration and discovery, and to see connections between school activities and their lives outside the classroom.

Learning best occurs when learning experiences require imaginative thinking, complex reasoning, and problem solving.

Learning best occurs when teachers incorporate a culturally relevant curriculum with culturally relevant teaching materials.

Learning best occurs when parents are actively involved in the learning process. Parental involvement in the development and delivery of services will be the cornerstone of CPATA's plan to close the achievement gap. CPATA will vigorously encourage and expect parental involvement in all aspects of the school.

Learning best occurs when teachers are trained and highly-qualified. CPATA's educational program will close the achievement gap by placing highly qualified teachers in every classroom and utilize teaching strategies that are aligned with a standards based curriculum. Ongoing staff development will enable teachers to understand and incorporate the learning styles of students into their instructional strategies. The school will provide every child with a rigorous curriculum and academic support in the form of tutors for the children who need it most.

Learning best occurs when coupled with technology, making for a more hands-on, interactive and engaging learning environment. At CPATA, the incorporation of computer assisted learning in all classrooms along with small classroom settings with a student /teacher ratio (this will include teacher assistants) of twenty-five students in grades K-3 and twenty-five students in a classroom grades 4-6, will further ensure the educational needs of these students will be met.

Program Goals and Objectives

The school will ensure its vision is realized by having the following objectives in place. The school will:

- Use effective methods and instructional strategies that are based on scientific research that strengthens the core academic program and meets the educational needs of the school's targeted populations of students.
- Provide students with an innovative curriculum that is aligned with California State Learning Standards.
- Participate in all Department of Education and District required student assessments.
- Meet yearly progress goals and comply with the No Child Left Behind Act
- Provide extended learning opportunities for students that are falling behind and need extra help.
- Ensure parent involvement in the planning and implementation of the school's program.
- Provide teacher and staff professional development opportunities that are relevant**.**
- Enable disadvantaged students with limited English skills to achieve grade-level proficiency in the core subjects by second grade and achieve above grade level by the time they leave CPATA.
- Enable student to become self-motivated, competent and lifelong learners.
- Develop a deep love of reading within our students.
- Provide the parents with a path for their children to take in order to have the best chance to attend a four-year college or a trade school.
- Encourage our alumni both to become leaders in their community and to return to their area to help others achieve their goals.

Strategies to Ensure Children are Self-motivated, Competent, and Life-long Learners

CPATA will value the unique contributions children from diverse backgrounds, ethnicities, socio-economic levels, and learning abilities bring to the educational setting. CPATA will support all its students' academic achievements; establish opportunities for all students to become self-motivated; opportunities for all students to become academically and socially competent; and promote lifelong learning by utilizing the following strategies:

- CPATA teachers will facilitate both student-centered process of learning and direct instructional strategies. Students will be encouraged to be both responsible and to be autonomous. This will insure that students are active and engaged learners.

- CPATA teachers will provide students with learning experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. Instruction will be depth emphasized by the inquiry process utilized by the teachers.

- CPATA teachers will create environments in which students can construct their own understandings, are inquisitive thinkers who question, investigate, and reason. Students will be encouraged to ask, "How do we come to know." and "What do we know?

- CPATA teachers will facilitate student-centered instruction and direct instruction in a democratic environment in which students will reflect and make associations with prior knowledge to reach new understandings.

At CPATA, students will be actively involved in the process of inquiry that will include collaboration with fellow students and their teachers. Each student will be encouraged by the teacher to contribute to the process. CPATA teachers will recognize and build on the different strengths students possess that enable them to learn. Teachers will understand and accept that not all students will possess the same types of strengths and that students have different learning styles. These differences will be utilized to promote a desire to learn.

CPATA will have high academic expectations for ***all students*** enrolled despite the obstacles to learning many of them have been inundated with most of their lives. CPATA will define "all students" to include those who choose college and those who choose more technical career preparation directly from ; those for whom English is a second language; those with learning disabilities, those who are gifted and talented; and those from advantaged and disadvantaged socioeconomic backgrounds. CPATA will expect all students to work hard; think things through; and produce their best work. Students will always put forth the effort needed to excel academically.

CPATA teachers will not accept less than standard work. To accept a student's work that reflects no effort on the student's part will send a message that students don't have to try and that CPATA teachers, staff, and parents don't care. It also may send a message that CPATA does not believe that the student can do better. CPATA's belief is not that all its students ***can*** learn, but that all its students ***will*** learn.

“A Typical Day”

The first year of school will start with grades K-2. The visitor was surprised to see mature student conduct for that age group. The students were walking to his/her class quietly after recess and lunch, following the rules and respecting one another. When the visitor asked the principal why it seemed that the students were acting more mature than most students their age, he was told CPATA sponsored a two week Summer Boot Camp for the kindergarten – second grade students to teach them what to expect from CPATA in September. The Boot Camp experience included how to sit in class, how to clean up when finished with their work, computer and equipment respect, respect for one another and the teacher. This experience prepared the students for the expectations of CPATA. When the students started in September they were already prepared and ready to learn without having the teachers waste a lot of time training and managing the class. The two week Boot Camp paid off.

The classes were filled with student work (both academic and artistic) on the bulletin boards, doors and cabinets. Every classroom had five computers, and an interactive whiteboard. The classrooms were well equipped technologically; with the teachers utilizing the technology to aid in instruction.

The principal reported that the computers were donated by a company where her husband worked. The company adopted their school and their first gift to them was computers in every classroom.

The visitor decided to visit each grade level starting with kindergarten. At 8:30 am the visitor goes into the K class where the teacher is introducing a whiteboard interactive lesson with the whole class on CVC words (-ad, --ag, --an). The interactive whiteboard lesson is animated. The students are paying close attention to the concepts and responding when requested. The teacher stops the lesson to reinforce concepts for the EL students. When the interactive lesson is over, the teacher repeats the words again and shows the class how to combine the sounds by clapping their hands when the final word is made. The teacher dismisses the one group to the computers where they are on a website called Between the Lions. The students must listen to the words and stack the chickens by listening to the words with the short ”a” sound. Group 2 is asked to work in pairs where they are given a slider where they can make words out of endings. Group 3 works with the teacher.

It is 10:30am. The visitor goes to the first grade class where the teacher is using the interactive whiteboard to encourage students to add and subtract multiples and near multiples of 10 in their head using an interactive game called the Number Gym. When a new number combination was flashed on the screen the teacher would select a student to

answer by pulling a name out of the jar with each student's name on a Popsicle stick. He then encouraged the students to use their fingers if they could not figure out the answer in their heads. At the conclusion of the interactive lesson, the students who seemed more capable were given a math handout and were told to complete it, then select a partner to check using the same techniques as the interactive lesson. Five students who needed more assistance in counting and addition were placed on the computer to do follow up. The other students (EL and special needs) were given manipulatives to reinforce the math lesson by the teacher. In the meantime the teacher's assistant walked around the class assisting were necessary. The math time is 70 minutes. The extended math time allows more time on task for extended student learning.

After lunch the visitor goes to the second grade class where they are involved in a science lesson. The teacher is using the interactive whiteboard to develop the students understanding of habitats. The students picked the first place where they wanted to start regarding where animals live in the jungle, house, sea, or farm. They picked the farm first. As the video played it provided feedback to encourage the students to talk about their choices. The students were having a great time with this lesson.

The visitor returned to the first grade class to observe the art lesson. The teacher used the interactive whiteboard to introduce Create a Masterpeice. This was a fun interactive activity where the students were asked to add some mystery symbols to a famous painting and find the hidden meaning. This was an exciting activity with the students responding with clear articulate sentences. The teacher paid special attention to the EL students making sure they were give a chance to respond.

Interactive whiteboards allow teachers to record their instruction and post the material for review by students at a later time. This can be a very effective instructional strategy for students who benefit from repetition, who need to see the material presented again, for students who are absent from school, for struggling learners, and for review for examinations.

CPATA invested in a highly technological school from grades K onward. The technology was also valuable in that student's become active learners rather than just sitting there and listening to a teacher. It was going to improve their capability of learning and their desire to learn, as well.

The school purchased software for the teachers to have programs in every area and subject of education and much investment was made in staff development, including bringing in presenters to teach lessons on how to use the system.

The visitor also noticed classrooms that had an absence of students' desks. The desks were replaced with bean bag chairs, tables and rugs. The classrooms were attractive, comfortable and inviting with student work displayed everywhere.

CPATA employed a music and art teacher to bring the arts alive to the students.

Due to the technology focus the students were the most engaged and disciplined the visitor had seen.

Instructional Framework

The CPATA learning environment will be site based with a focus on integrating the arts and technology. The true curriculum of CPATA is the California Content Standards. California has rigorous standards and mastery of these standards will be the primary focus of the school's instructional program.

Students will be provided with direct and project based instruction. Due to the structure of the instructional program, CPATA has adopted small classroom size K-3 with a maximum of 20 students. In addition, grades 4-6 will have a maximum of only 25 students. There will be an adequate number of Teacher Assistants to provide support to the teachers in working with the ELL, gifted, and low achieving students. The TA's will also assist with differentiated instruction during the regular school day and provide additional assistance to students in the After School Intervention Program. In order to coordinate the arts program effectively, CPATA will hire an Arts Specialist to conduct professional development, monitor teachers' lessons, and assessments, and to be a daily resource for the teachers. In an effort to increase CST scores and the academic achievement of the students, CPATA has increased the number of minutes of the school day as well as extended the number of days for the school year from a traditional school.

Each classroom will be equipped with an interactive whiteboard and at least five computers. The whiteboards will allow for more student participation, interaction and involvement.

The instructional program of CPATA has been designed to create an environment where the previously described vision for 21st century students and how learning occurs best will be realized.

- **Instruction is personalized to the students' needs.**

  Individual Progress Plan (IPP):
  All students will have computer-based IPPs that are frequently updated based on ongoing assessments.
  Individualized Computer-Based Instruction

For core subjects, students receive supplemental instruction at their own pace – such as AgileMind in Algebra.

Advisory

Every student has an advisor who is responsible for knowing that students' performance, skills, strengths, interests, goals, challenges, etc. and who will serve as a liaison to all other teachers to ensure individual needs are met.

Advisory will occur once a week, and the advisor will be able to communicate with advisees' teachers via weekly grade-level meetings as well as through the online teacher portal.

Small CPATAs Sizes

The average CPATAs size will be 25 students per CPATAs.

Reduced Teacher Load

The average teacher will see no more than 75 students per week, coCPATAred to most schools where the average teacher sees in excess of 150 students per week.

- **Lessons are relevant to the students' lives and have real-world application.**

Robust Professional Development

The importance of relevancy of material will be emphasized with accompanying strategies during PD.

Partnerships with Industry Professionals

Internships and mentoring opportunities will be offered to connect learning to the workplace.

Coursework will encourage reflection on the internship and mentoring experiences and the relevant skills acquired for the 21st century workplace.

- **Advanced technology is leveraged as an engaging and efficient learning tool in the classroom.**

Individualized Computer-Based Instruction

CPATA will use engaging software programs that will allow students to learn at their own pace and that will provide immediate feedback to students on their practice and formal assessments.

"On Demand" Learning Opportunities

A myriad of "on-demand" learning opportunities will empower students to control the "when and where" of much of their supplemental learning. Because many lessons will be web-based, students may access adaptive learning plans at anytime.

Digital Portfolios

Digital portfolios will be maintained by each student with samples of his or her work across subject areas, as an efficient and engaging means to capture authentic student achievement, as well as to reveal and enhance student's "media literacy skills".

- **There are ample opportunities for engagement by parents/ guardians in their children's learning process.**

  Parent Orientation

  CPATA will host a Parent Orientation every summer not only to inform and update parents on the policies of the school, but also to emphasize the desire and expectation that parents will play an active role in their children's school experience at CPATA.

  Parent Center and Volunteer Opportunities

  CPATA will house a Parents Center where parents are welcome to come by and set up a meeting with their children's advisors or teachers and to learn more about their children's progress.

  There will be a sign-up process for parent volunteer opportunities.

  Website/ Data Management System

  Parents will have access to their children's syllabi for all classes via the school's website as well as their children's IPPs and latest grades/test scores. CPATA will provide after-school computer and internet access to families that do not have such internet access at their homes or workplaces.

- **Instruction is driven by data.**

  Diagnostic Exams

  CPATA will administer diagnostic exams to all students at the beginning of the academic year to inform both CPATAs placements and necessary academic interventions or acceleration opportunities**.**

  Sophisticated Data Management System

  CPATA will invest in a user-friendly data management system that will enable teachers to frequently monitor student learning and adjust instruction accordingly.

  Robust Professional Development

  Teachers will be trained on the importance of 1) incorporating assessments – even quick and informal ones – into all lessons and 2) providing a mix of assessment types – standardized tests, group activities, essays, etc.

  Teachers will also be taught how to use the data gathered from such assessments to inform and drive instruction.

  Student and Parent Trainings on Data

  CPATA will host trainings for parents to better understand the school's available data online, including their children's Individual Personal Plans (IPP)s, and therefore, to better understand their children's strengths and weaknesses in order to best support their children's academic progress in school and at home.

  CPATA will similarly train students how to analyze their own performance data and set goals accordingly. These activities will take place primarily in advisory during the development and maintenance of the students' IPPs.

- **Tutoring**

CPATA will offer After school and Saturday Intervention and Enrichment for students identified through frequent assessments. Tutoring is a key component of CPATA. Tutoring will take place during and after school. During enrichment/choice time in the school day, after school time, and Saturday School, students will be able to access additional tutoring with teachers. Students who demonstrate weakness in a core content area will attend tutoring for a six week period, until those students demonstrate on an interim assessment that they are now successfully mastering the CPATAs material. During the six-week tutoring sessions, teachers will review the content from the previous six weeks. At the end of the six-week tutoring session, students will be re-tested. If a student again scores 70 or below, he/she will attend tutoring for an additional six weeks.

- **Saturday School**
  Saturday School will be offered every week. Both students and parents are invited to attend. Saturday School from 9:00 am-12:00 pm. Intervention activities will be designed for students who are not successfully mastering their CPATAs work. These students will be invited by their teacher or a parent can request that they attend. Enrichment activities for students will be planned and include drama, sports, arts, music, and dance. The curriculum will be an extension of the intervention and enrichment curriculum during the week. The students who are not mastering their CPATAs work will also be encouraged to attend enrichment classes. While students attend CPATAs, parents will have access to parent workshops.

Technology

Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Technology will help students acquire skills they need to survive in a complex highly technological knowledge-based economy.

CPATA's goal is to educate our students to participate fully in the new information age. To this end, we are committed to provide a learning environment that promotes logical thinking, curiosity, worldwide awareness and self-directed, independent learning. We believe that this new approach to learning is dynamic in a framework with the content free flowing and always changing. This new approach needs to begin at the earliest age so that students feel in command of this type of learning. Teachers need to be trained to use the myriad of information available on the Internet and World Wide Web to develop activities that will enrich the standard curriculum. Teachers will model information processing using the most current tools. Our goal is to achieve the effective integration of technology into instruction.

Because excelling in technology is an essential skill in today's global society, beginning in kindergarten students will begin developing their technological skills. CPATA's technology goals include:

- PowerPoint presentations,
- Word documents,
- Typing, and other skills that will complement the core content instruction.
- Providing each classroom with at least ten multi-media computers.
- Establishing reading and math and other core curricular software programs in our media center.
- Providing digital cameras.

Technology in the Arts

New media and electronic technology extend the horizons of the arts in directions not yet imagined. In all disciplines artists have traditionally used and combined technologies to create and express ideas. The use of electronic media (digital video, animation, and photo software) in conjunction with the use of traditional media (paper, paints, classroom tools) expands the boundaries of space and time. For today's artists new media are altering the direction and escalating the pace of exploration within and between arts disciplines. They have easy access to vast amounts of artistic media, materials, processes, and information about historical and contemporary artists. Through technological advances the means for creating, displaying, duplicating, enhancing, and communicating aesthetic ideas are provided to artists.

The development of a solid foundation in an arts discipline brings depth to the mixing of technology and art so that students can be bold and innovative in discovering themselves and the world around them. As equipment becomes more accessible, students have the opportunity to use technology to enhance their artistic skills and create more professional productions and performances. They can use technology to produce animation, analyze works of art, create graphic designs, design sets, develop choreography, computerize stage lighting and scenery, and compose, edit, mix, practice, and sequence music.

New media and electronic technology can be incorporated into lessons, presentations, and explorations in each of the arts disciplines and utilized to connect the arts with other curriculum areas. For example, videos of significant moments in world history or monologues based on important speeches produced in theatre classes can be shared in history–social science classes. Creating works through electronic technology requires a variety of life skills, such as planning and preparing, managing time, meeting deadlines, collaborating, and resolving conflicts.

Below find examples of technology and the arts in classroom across California:

- Kindergarten students use electronic media as a tool and a delivery system by taking digital photos of works of art and downloading them into a digital slideshow for an electronic gallery. The slideshow itself may become a work of art.
- Digital photos of a third grade mural project are uploaded to a school web site and shared with the community and relatives across the country.
- Fourth graders create individual dance videos with the digital camera and short videos to share with other students.

Source:(*Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve, 2004)*

Visual and Performing Arts

The curriculum will be aligned with the Visual and Performing Arts Content Standards which details what students need to learn and be able to accomplish in the arts and the Visual and Performing Arts Framework for California Public Schools which is designed to help classroom teachers and other educators develop curriculum and instruction in the arts. The arts will include dance, drama/theater, music and visual arts. Even though our educational program will not teach the arts as a core subject until the sixth grade, we want the teachers to know and understand the standards in the four arts areas. The arts will be integrated into the core curriculum on a daily basis. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff and specialty teachers. In addition, the students will be exposed to both music and visual art at least once a week. If however, the student wishes to expand more in the arts, there will be specialty teachers offering various arts classes in the after-school program and Saturday Enrichment Program. The daily schedule for each core subject has been expanded to offer more time for the integration of the arts into the curriculum. In each of these areas, the instructor will develop lessons based upon the California Content Standards at each grade level. In art and music, the instruction will be organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications.

Educational Program Goals

The following is a list of suggested goals for subject matter competencies. The list has been developed from the State Content Standards. The list details broad learning targets by content area. State Content Standards detailing specific learning targets as mandated by the State of California will be utilized by all faculty. The skills that will demonstrate appropriate grade-level (core academic) mastery are:

English Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentation skills in multiple forms of expression

(e.g. written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various periods and cultures.

Math: Students will develop their abilities to reason logically and to understand and apply mathematical processes and concepts, including those with arithmetic, algebra, geometry, and other mathematical subjects, including number systems, operations, graphing, and logic.

Science: Students will successfully utilize scientific inquiry to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and the earth sciences.

History/Social Studies: Students will understand and apply their understanding of civics, history, and geography, on local through international scales, in order to serve as citizens in this world of diverse cultures. They will understand and be able to process and articulate the impact of civilization on the environment and the world.

Other areas that will demonstrate grade-level mastery are:

Computers and Technology: CPATA recognizes that access to and utilization of technology is essential to preparing students for secondary and post-secondary education, as well as for productive placement in the business and professional world. We realize as well, that access to the information highway for school age children is critical. To this end, a comprehensive Technology Plan will be developed over the life of the charter to include the following:

- Acquisition of appropriate software, hardware, and routing access to the information highway;
- A management plan that will encourage daily access to computers;
- Course competencies in computer literacy;
- Utilization of technologically advanced software to supplement the core curriculum and promote the practice of higher-level thinking skills;
- Parent access to literacy courses and a management plan to promote after school, at home use by students while providing an opportunity to strengthen the role of parents in homework assistance and class work skill reinforcement for the students and appropriate safeguards to ensure access to educational information only.

Visual and Performing Arts: An interdisciplinary approach to the arts will promote learning by providing students with opportunities to solve problems and make meaningful connections within the arts and across disciplines. Interdisciplinary curriculum will encourage students to generate new insights and to synthesize new relationships between ideas.

The integration of the arts will have many advantages for the learner with different learning styles and intelligences; from the special education student to the gifted. No other curriculum area will offer as much success for the CPATA students as the arts. Integrating the arts will nurture the development of multiple cognitive, social and personal skills and abilities.

Life Learning Skills: Students will utilize skills, which will enable them to pursue their own path of learning throughout their adult life. They will understand their own learning style or modality and learn how to gather information and how to study accordingly. The student will understand how to capitalize on strengths and overcome weaknesses. They will learn how to acquire knowledge for personal growth, and how to make choices and set goals. Students will develop skills, which will enable them to plan, initiate, and complete a project and ability to reflect on and evaluate one's own and other's learning, acceptance that change is constant and the ability to meet the challenges that change always brings. Students will develop skills necessary for a healthy adult life, including job readiness and career development skills and higher education continuance skills. Students will also be able to compete with anyone in any situation.

Health Science/Physical Fitness: Students will demonstrate knowledge of pertinent issues of health, safety and the development of behaviors that are a foundation of lifelong healthy living.

Social/Interpersonal Skills: Students will demonstrate strong citizenship and leadership skills and the ability to engage in responsible and compassionate peer relationships.

Program Goals in the Arts

One of the primary objectives of the CPATA elementary arts curricula is to encourage children's natural inclination to express their ideas through the arts. The staff at CPATA will understand that the students come to school with a natural desire for a wide variety of outlets for their creativity. Students will also bring with them individual interests and abilities, as well as diverse personal and cultural experiences, all of which have an impact on their prior knowledge about arts and about the world in which they live. The arts

curriculum, particularly for students in the primary grades, will be enjoyable for the students, and will be designed to encourage them to take a lifelong interest in the arts.

CPATA will ensure that students receive high-quality instruction, which is a key to student success in arts education. We believe that all students can be successful in arts learning. Teachers, who provide high-quality instruction will respect students' strengths, capture their interest, identify their learning needs, and use ongoing feedback and assessment to plan instruction. They will clarify for students the purpose for learning, help students activate prior knowledge, scaffold instruction, and differentiate instruction for individual students and small groups according to need. The CPATA teachers' high-quality instruction will motivate students and instill positive habits of mind, such as a willingness and determination to explore and persist, to develop their thinking skills, to represent and communicate their ideas with clarity, to take responsible risks, and to observe, listen, ask questions, and pose problems.

Our students will learn best by doing. Teachers will stimulate and encourage all students by establishing environments where students have plenty of time and opportunities to explore the arts in ways that are meaningful to them. Teachers will provide as many hands-on activities as possible, since many of the skills emphasized in this curriculum are best taught and learned through participatory, creative experiences with concrete materials. Time, space, and a wide variety of tools and materials are necessary for supporting effective learning in the arts. In this environment, students will be free to explore abstract ideas in rich, varied, and concrete ways. Students need to have frequent opportunities to explore and to practice and apply new learning will be fulfilled. Through regular and varied assessments, teachers will give them the specific feedback they need to further develop and refine their skills.

Students will be given a wide range of activities and assignments that foster mastery of the basic fundamental concepts and development of inquiry and research skills as well as opportunities for self-expression. CPATA proposes to build an effective arts program, where teachers provide a variety of activities based on assessment of students' individual needs, proven learning theory, and best practices. Effective activities will integrate expectations and enable both direct teaching and modeling of knowledge, skills, and learning strategies that encourage students to express their thinking and learning processes. Teachers will also be models for lifelong learning in the arts, showing a willingness to participate in the arts, to appreciate unfamiliar art forms, to attempt new approaches, and to engage in new experiences.

Effective teaching approaches at CPATA will promote the development of higher-order thinking skills. In this way, teachers will enable students to become thoughtful and effective communicators. In addition, teachers will encourage students to think out loud

about their own artistic choices and processes, and support them in developing the language and techniques they need to assess their own learning. Teachers will also encourage students to relate the knowledge and skills gained to issues and themes that are relevant to them. The teaching approaches will be informed by the findings of current research related to creativity and arts education. These include approaches based on constructivist learning theory, which argues that humans construct knowledge and meaning from their experiences.

For example, teachers at CPATA will be both co-learners and facilitators, and will always aim to provide students with learning experiences that interest them. Such experiences include learning through inquiry, through initiating their own projects, and through engaging in arts projects with other students to develop a sense of community through teamwork. Teachers will prepare well-planned curriculum at the students' level, designed to push them a little further than their comfort level, still keeping within their "zone of proximal development" (that is, within the range of things they can do on their own and with guidance). Teachers will also create a classroom environment for the arts that is focused not only on activities but on creative activities that involve exploration of ideas.

CPATA teachers will provide students options to accommodate different learning styles and intelligences. The arts at CPATA will contribute to student engagement in school by addressing multiple intelligences, which can be used to differentiate instruction. Teachers will provide direct instruction in the arts. Because it is particularly important for young children to have a balanced program that provides for direct instruction in content, they will have the opportunities to use their knowledge and skills in structured, as well as unstructured, activities. Teachers will also plan ways to engage students through shared and guided practice so that they can gradually move towards a greater level of independence and a greater level of comfort with risk-taking in the arts.

Implementation of CPATA's Instructional Program

CPATA will serve the spirit of its charter petition by seeking to develop an innovative, exciting and challenging educational program that can be a model for other public schools.

Columbia Preparatory Academy of Technology and Art (CPATA) will provide educational services to students in grades K through six. Our educational focus are technology and the arts.

The school will endeavor to promote life-long learning, maximize student achievement; and instill concern for others. The school will provide a safe nurturing learning environment for all students. They will receive a solid foundation in reading, writing, mathematics, science, social studies, the arts, and computer technology. CPATA's ability to provide students with a strong foundation in both academic and social competencies will

prepare students for life in the twenty-first century. Students will receive an enriched educational experience that will enable them to understand that life is filled with possibilities.

Constructivist Teaching Strategies

- **Classroom Climate that Support Thinking -** CPATA teachers will establish classrooms characterized by an open, democratic climate that will promote learning. This type of classroom climate correlates significantly with the development of critical and creative thinking abilities.
- **Cooperative Learning** - CPATA teachers will employ cooperative learning methods to promote learning. Collaborative experiences engage students in an interactive approach to processing information, resulting in greater retention of subject matter, improved attitudes toward learning and enhanced interpersonal relations among group members.
- **Concept Development** - CPATA teachers will teach concepts inductively through the use of examples and non-examples to promote learning. This strategy will actively involve students in structuring a personal understanding of a new concept.
- **Multiple Intelligence** - CPATA teachers will attend to students' strengths and help them to develop other areas. Teachers will be able to accommodate more learners and give students a greater repertoire of problem solving tools.

Direct Instruction Teaching Strategies

- **Direct Teaching of Thinking** - CPATA teachers will teach thinking skills and processes. This strategy will directly promote learning by helping students better understand and more effectively apply the types of thinking required by the curriculum.
- **Creative Problem Solving** - CPATA teachers will teach creative problem-solving strategies. This strategy will improve learning by providing students with general-purpose problem-solving tools appropriate for a variety of situations.
- **Graphic Organizers** - CPATA teachers will utilize graphic organizers with their students to promote learning. Knowledge organized into holistic conceptual frameworks, will enable students to more easily remember and understood when they are having difficulty with unstructured bits of information.

Staff will encourage, nurture, guide, and believe all students are capable of succeeding. Students will also know that the staff desires for them to be academically and socially successful is important, but, it is even more important that ***they*** have the desire to be academically and socially successful.

CPATA teachers will:

- Develop daily routines and materials management to maximize student time on task.

- Establish a climate that promotes fairness and respect.
- Organize classrooms to allow for flexible small and large group collaborative learning.
- Establish a comfortable, inviting classroom by using various furniture, rugs, and tables instead of the usual student desks.
- Post current student work products that address the standards with ***constructive commentary*** that helps students understand how to improve their work.
- Utilize and post criteria charts to communicate expectations for problem solving and investigative lessons.
- Promote accountable talk and academic language development by posting subject matter vocabulary throughout their classrooms.
- Have the skills needed to teach their subject areas and have the skills needed to manage learning.
- Encourage students to make the best possible use of the resources available, and encourage them to become fully responsible for their own learning. Inform students and parents what the standards are for achievement.

Research for Technological Instruction

For teachers

Research shows that effective instruction in 21st-century literacy's takes an integrated approach, helping students understand how to access, evaluate, synthesize, and contribute to information. Furthermore, its participation is key, and effective teachers will find ways to encourage interaction with and among students. Recommendations include:

- Encourage students to reflect regularly about the role of technology in their learning.
- Create a website and invite students to use it to continue class discussions and bring in outside voices.
- Give students strategies for evaluating the quality of information they find on the Internet.
- Be open about your own strengths and limitations with technology and invite students to help you.
- Explore technologies students are using outside of class and find ways to incorporate them into your teaching.
- Use a wiki to develop a multimodal reader's guide to a class text.
- Include a broad variety of media and genres in class texts.
- Give students explicit instruction about how to avoid plagiarism in a digital environment.
- Consult the resources on the Partnership for 21st-Century Skills website.

For schools and policymakers

Teachers need both intellectual and material support for effective 21st-century literacy instruction. Accordingly, schools need to provide continuing opportunities for professional development as well as up-to-date technologies for use in literacy classrooms.

- Address the digital divide by lowering the number of students per computer and by providing high quality access (broadband speed and multiple locations) to technology and multiple software packages.
- Ensure that students in literacy classes have regular access to technology.
- Provide regular literacy-specific professional development in technology for teachers and administrators at all levels.
- Require teacher preparation programs to include training in integrating technology into instruction.
- Protect online learners and ensure their privacy.
- Affirm the importance of literacy teachers in helping students develop technological proficiency.
- Adopt and regularly review standards for instruction in technology.

Source: 21st Century Literacies: A Policy Research Brief produced by the National Council of Teachers of English, Copyright 2007 by The National Council of Teachers of English.

Professional Development and Technology

Lack of professional development for technology use is one of the most serious obstacles to fully integrating technology into the curriculum (Fatemi, 1999; Office of Technology Assessment, 1995; Panel on Educational Technology, 1997). But traditional sit-and-get training sessions or one-time-only workshops have not been effective in making teachers comfortable with using technology or adept at integrating it into their lesson plans. Instead, a well-planned, ongoing professional development program that is tied to the school's curriculum goals, designed with built-in evaluation, and sustained by adequate financial and staff support is essential if teachers are to use technology appropriately to promote learning for all students in the classroom. *Source: Ginger Rodriguez, and Randy Knuth, Providing Professional Development for Effective Technology Use, 2000.*

To reach the goal of preparing teachers for effective technology use, a well-designed professional development program is essential. Professional development in a technological age requires new definitions and new resources. It cannot take the traditional forms of individual workshops or one-time training sessions. Instead, it must be viewed as an ongoing and integral part of teachers' professional lives.

Professional development for technology use should be an integral part of the school technology plan or an overall school-improvement plan, not just an add-on. Initial inclusion in the technology plan ensures that professional development is considered an essential factor in using technology to improve teaching and learning.

Components of Effective Professional Development for Technology Use

Professional development for technology use should contain essential components that research has found to be important. These components include the following: a connection to student learning, hands-on technology use, variety of learning experiences, curriculum-specific applications, new roles for teachers, collegial learning, active participation of teachers, ongoing process, sufficient time, technical assistance and support, administrative support, adequate resources, continuous funding, and built-in evaluation.

Connection to Student Learning. The ultimate goal of professional development is to improve student learning (Speck, 1996). A study by the National Institute for the Improvement of Education (Renyi, 1996) found that 73 percent of surveyed teachers cited improved student achievement as the most important reason for participating in professional development activities. "Teachers value increased student achievement as an outcome of professional development more than any other variable and judge the value of their professional development activities by how much they see a leap in student learning," notes Lockwood (1999, p. 13). "Schools should provide teachers with abundant opportunities to become fluent in using technology to bolster instruction and help students develop higher-order thinking and problem-solving skills," notes the National Staff Development Council (1999). As a result, the use of technology enables teachers to implement new teaching techniques, to help students work collaboratively and develop higher-order thinking skills, to encourage students to be engaged in the learning process, to assist students who have various learning styles and special needs, and to expose students to a broad range of information and experts.

Hands-On Technology Use. Recent research has shown the importance of current professional development emphasizing hands-on technology use. "Teachers who received technology training in the past year are more likely than teachers who hadn't to say they feel 'better prepared' to integrate technology into their classroom lessons," notes Fatemi (1999). "They also are more likely to use and rely on digital content for instruction, and to spend more time trying out software and searching for Web sites to use in class."

Initially, teachers will need to acquire core technology competencies and skills; but during these initial experiences, teachers should be thinking in terms of how the technology can enhance student learning and how it can be used in different content areas. Hands-on technology use at school and at home allows teachers to develop confidence in their skills and a comfort level with the technology. When teachers are accustomed to using the equipment to boost their own productivity, they "are more likely to see ways in which similar uses could support the projects they want their students to do," notes the Office of Educational Research and Improvement (1994).

Variety of Learning Experiences. "To help teachers incorporate technology in ways that support powerful instruction requires an array of professional development experiences quite different from traditional workshops and how-to training sessions," notes David (1996, p. 238). Professional development for effective technology use can come in a variety of forms, such as mentoring, modeling, ongoing workshops, special courses, structured observations, and summer institutes (David, 1996; Guhlin, 1996). Whatever the format, effective professional development utilizes key points from adult learning theory. Adults require relevant, concrete experiences with adequate support, appropriate feedback, and long-term follow-up (Speck, 1996). This type of professional development is very different from traditional one-time teacher workshops. Research indicates that teachers learn and incorporate new information best when it is presented over a long time frame instead of a single session.

Preferably, new strategies are modeled during routine school days in the classroom (Guhlin, 1996; Sparks & Hirsh, 1997; Yocam, 1996). Such practical demonstrations encourage teachers to accept and use the new strategies in their own classrooms. Sparks (1998) calls for 15 live or videotaped demonstrations "for a modest-size change in practice" (p. 34). Teachers then need opportunities for hands-on experience in using the new skill, developing a unit, and implementing it (Guhlin, 1996; Sparks, 1998; Yocam, 1996). Finally, follow-up support as well as opportunities for ongoing discussion and reflection on the new procedures are essential in ensuring change (Yocam, 1996). Practice logs can promote these helpful activities. Such logs can show how often teachers use a new practice, how it worked, what problems occurred, and what help they needed (Sparks, 1998).

Curriculum-Specific Applications. If technology is to be used to produce improvements in student achievement, teachers must see a direct link between the technology and the curriculum for which they are responsible (Byrom, 1998). Professional development for technology use should demonstrate projects in specific curriculum areas and help teachers integrate technology into the content. In particular, professional development activities should enhance teachers' curriculum, learning, and assessment competencies and skills as well as classroom and instructional management competencies and skills. Specific content can help teachers analyze, synthesize, and structure ideas into projects that they can use in their classrooms (Center for Applied Special Technology, 1996).

A good professional development program is job embedded and tied to learning goals: It provides activities in the context of practice. The best integration training for teachers does not simply show them how to add technology to their what they are doing. "It helps them learn how to select digital content based on the needs and learning styles of their students, and infuse it into the curriculum rather than making it an end in itself," notes Fatemi (1999). "Using technology effectively also requires having a wide repertoire of teaching approaches."

New Roles for Teachers. Technology encourages teachers to take on new and expanded roles, both inside and outside of the classroom. Within the classroom, technology supports student-centered instruction. The teacher assumes the role of coach or facilitator while students work collaboratively (Jones, Valdez, Nowakowski, & Rasmussen, 1995; Kupperstein, Gentile, & Zwier, 1999). Outside of the classroom, technology supports teacher collaboration. Instead of working in isolation, teachers can work together on schoolwide programs. They can help find solutions to problems, act as peer advisors to provide information and feedback, and collect data to test hypotheses (Lieberman, 1996; Little, 1982). Their new roles may involve distance collaboration with cross-school peer groups and study groups through telecommunications (Kosakowski, 1998). Professional development for technology use provides opportunities for teachers to become comfortable and effective in these new roles.

Collegial Learning. A professional development curriculum that helps teachers use technology for discovery learning, developing students' higher-order thinking skills, and communicating ideas is new and demanding and thus cannot be implemented in isolation

(Guhlin, 1996). In addition to working in pairs or teams, teachers need access to follow-up discussion and collegial activities, as required of professionals in other fields (Lockwood, 1999). Teachers also need time to discuss technology use with other teachers, whether face to face, through e-mail, or by videoconferencing (David, 1996). A networked computer on every teacher's desk can allow for greater interaction between educators. The National Commission on Teaching and America's Future (1996) suggests that school districts find creative ways to build teacher networks so that teachers have additional opportunities to discuss the new instructional methods that technology promotes.

Active Participation of Teachers. If technology is to be used equitably for all students, a majority of teachers should be included in the professional development program. One strategy to motivate teachers to spend the time and energy necessary to develop technology competency is to mandate participation in technology professional development. Another strategy for encouraging teachers to participate in professional development for technology use is creating incentives for technology use. Possible incentives include the following: a judicious use of contingency pay, in which a certain segment of the teacher's base pay (such as 5 percent) is reserved contingent upon participation in a wide range of professional development activities; bonuses (Lockwood, 1999; Speck, 1996); or a compensation system that rewards knowledge and skill along a career continuum (National Commission on Teaching and America's Future, 1996). A less traditional incentive program could give teachers credits for hours spent in professional development; teachers could use these credits to earn technology for their classrooms, loans of hardware and software to be used at home, or reduced prices on personal equipment (Guhlin, 1996). Mini-grants might reward teachers who have innovative ideas for using technology in instruction (Office of Educational Research and Improvement, 1994).

Incentives must be used carefully, however. Although group rewards may motivate some teachers, individual rewards may increase competition among staff or lead to less equitable distribution of technology (Lockwood, 1999). The only way to ensure that all students have the same opportunities is to require all teachers to become proficient in the use of technology in content areas to support student learning.

Ongoing Process. A high-quality professional development program is conducted as an ongoing process, not a one-shot approach. Teachers need continued practice to become comfortable with and to implement change, especially in technology use. In evaluating the best practice in professional development, Speck (1996) concludes: "Professional development takes time and must be conducted over several years for significant change in educational practices to take place. Substantial change in school practice typically takes four to seven years, and in some cases longer" (p. 35). Administrators must take into account this long time frame, and teachers must be prepared to be involved in professional development throughout their careers.

Sufficient Time. An effective professional development program provides "sufficient time and follow-up support for teachers to master new content and strategies and to integrate them into their practice," notes Corcoran (1995). For any professional development

activity, teachers need time to plan, practice skills, try out new ideas, collaborate, and reflect on ideas. Acquiring technology skills and becoming proficient at new ways of teaching in which technology is appropriately integrated requires additional time (Brand, 1997; David, 1996). "Teachers need large blocks of time to gain initial familiarity with new hardware or software, learning and practicing for sustained periods," states Renyi (1996). Time built into teachers' schedules can provide teachers with opportunities to "discover what the technologies can do, learn how to operate them, and experiment with ways to apply them," notes the Office of Technology Assessment (1995, p. 6).

Technical Assistance and Support. Another important component of effective professional development for technology is access to on-site technical support personnel who are responsible for troubleshooting and assistance after the technology and lessons are in place. When teachers are trying to use technology in their classrooms and they encounter difficulties, they need immediate help and support. Technology that is not easily accessed and implemented will not be used. Teachers will return to more traditional ways of teaching if the problems they encounter cannot be solved quickly and efficiently. Schools, therefore, have a vested interest in providing technical support. McKenzie (1998) states, "The best way to win widespread use of new technologies is to provide just-in-time support, assistance, and encouragement when needed. *Source: Ginger Rodriguez, and Randy Knuth, Providing Professional Development for Effective Technology Use, 2000.*

History of Arts Education and Arts Integration

Arts integration is related to arts education in schools. Arts education, while existing in different forms during the 19th century, gained popularity as part of John Dewey's Progressive Education Theory. The first publication that describes a seamless interplay between the arts and other subjects (arts integration) taught in American schools was Leon Winslow's *The Integrated School Art Program (1939).* For the remainder of the 20th century, arts education's role in public schools ebbed and flowed with the country's political leanings and financial well-being. According to Liora Bresler, during the 1970s and 1980s, two advocates for arts integration emerged: Harry Broudy and Elliot Eisner. Broudy advocated for the arts on the basis of strengthening the imagination. Broudy viewed imagination as an essential component of learning that should be cultivated in schools, and he advocated for the integration of aesthetic education into all subject matters in his work, *Enlightened Cherishing*. Eisner followed Broudy, citing that the arts were important to varying types of cognition. He believed that arts brought about a deeper understanding of the world due to their interactivity—the arts move learning beyond what is written or read. Currently, No Child Left Behind legislation describes arts education as "essential to every child's education," and include it as one of the Core Subjects. No Child Left Behind legislation also emphasizes accountability through assessment (often taking the form of the standardized test.) While no standardized assessment has been mandated in any of the arts, the need for academic accountability in the arts, as well as in other academic

subject areas, has led to increased research on and advocacy of arts integration and its impact on student learning.

Arts Integration Research

The impetus for arts integration is a growing body of research that demonstrates how learners experience success when taught why and how to use music, visual art, drama/dance, theatre and the literary arts to both express and understand ideas, thoughts and feelings. *Source: Fiske, E. (Ed.). (1999). Champions of change: The impact of the arts on learning. Washington, DC: The Arts Education Partnership and the President's Committee on the Arts and the Humanities.*

Recent data suggest that the arts can be particularly instrumental in increasing literacy. For example, studies conducted by the Annenberg Center for Applied Research and Educational Improvement in Minnesota found that "for students in grades three, four, and five, arts integration is significantly related to gain scores in reading" and that "arts integration is more effective for third grade **ELL students** and third grade students from **low socioeconomic homes** [than for students in general]" (Ingram & Reidel,2003, p. 26). Furthermore, for students in third grade, their teachers' involvement in interdisciplinary teaming with an artist made a significant contribution to student gains in reading. They found that "the more their math teacher integrates arts into mathematics lessons, the more students gain on the mathematics test" (p.29).

Additional support for the positive impact of the arts on academic and cognitive learning comes from a comprehensive meta-analysis of 188 studies conducted between 1950 and 1999 (Winner & Hetland, 2000). They found evidence of reliable causal links in three areas: listening to music and spatial-temporal reasoning; learning to play music and spatial reasoning; and classroom drama and verbal skills.

In *Critical Links*, a research compendium of 64 studies published by the Arts EducationPartnership, Deasy (2002) asserts that the influence of the arts may be greater on the academic learning for **students with disabilities and special learning needs, students living in poverty, and students learning English as a second language,** than for the general population of students. Specifically, several small studies highlight the positive relationship between the arts and students from special populations.

The North Carolina A+ Schools Program is a whole school reform model that views the arts as fundamental to how teachers teach and students learn in all subjects. The mission of the A+ Schools Program is to create schools that work for everyone—students, teachers, administrators, parents and the community. The program was also designed to provide arts-specific instruction in all four art forms at least once a week in a set of pilot schools, during the first 4 years, with a second phased in arts integration initiative over a

3-year period (Marron, 2003). According to the A+ website (http://aplus-schools.uncg.edu/) the central vision of A+ is to create enhanced learning opportunities for all students by using arts-integrated instruction which incorporates Howard Gardner's theory of multiple intelligences, as well as other theories of intelligence and recent brain research.

During the last 3 years of the A+ pilot, the distribution of A+ schools across the state's performance categories matched that of schools in the state as a whole. Students in A+ schools achieved gains over the 3-year period equal to those of students statewide in both mathematics and reading. **This is compelling, given that A+ served schools with larger proportions of minority students than the state as a whole.** Data also indicated increased parental communication, community involvement, teacher collaboration, and substantive assessments through the 4-year pilot. Source: Nelson, C. A. (2001). *The arts and education reform: Lessons from a four-year evaluation of the A+ schools program, 1995-1999. Executive Summary.* North Executive Summary of A + Schools. Winston-Salem, NC: Thomas S. Kenan Institute for the Arts.

Oklahoma A+ Schools

A joint research team from the University of Oklahoma and Oklahoma State University formed to investigate the success of the Oklahoma A+ program, modeled after the North Carolina project, over a 6-year span *(Barry, Gunzenhauser, Montgomery, & Raiber, 2003)*. The researchers identified 10 research questions to investigate the impact of the A+ program in its 14 schools. The research is largely qualitative in nature, concerned with school culture, teacher engagement, student attendance and attitudes, and reports of self efficacy. Scores on the Stanford Nine test showed increases in the maximum scores earned in 9 of the 10 percentile reports on this test, with the tenth category staying at the same level. The minimum scores on 6 of the categories were higher after the first year of the A+ program, with three categories showing a decrease in minimum score. The seven categories of the Oklahoma Core Curriculum Test for fifth-grade students showed mixed results in the 2003 evaluation. *Source: Barry, N. H., Gunzenhauser, M. G, Montgomery, D., & Raiber, M.A. (2003). Oklahoma A+ Schools research report year one (2002-2003). Edmond, OK: University of Central Oklahoma, Oklahoma A+ Schools.*

Arts for Academic Achievement (AAA) was a study implemented with the Minneapolis Public Schools in partnership with the Perpich Center for Arts Education. Unlike arts integration initiatives that focus on partnerships as a way to restore discipline based arts instruction to the curriculum, the purpose of the Arts for Academic Achievement project was to strengthen instruction and improve student learning in non-arts areas such as reading and science. In this project, arts integration was not intended to replace the comprehensive, sequential arts instruction already provided by trained arts educators in the district. Instead, the project was based on the belief that students benefit from a curriculum that includes both disciplinary-based instruction in the arts and non-arts

instruction that is enhanced by integrating the arts (Werner, 2002, p. 2). A preliminary evaluation conducted in 2002 involved 21 teaching artists as informants who participated in interviews and focus groups. This evaluation of the initiative revealed changes in three areas: Ingram and Seashore reported results that indicate a significant relationship between arts integrated instruction and improved student learning in reading. In some cases, the relationship between arts integration and student achievement was more powerful for **disadvantaged learners**, the group of students that teachers must reach to close the achievement gap. Gain scores on the reading test were higher for third grade students whose teachers integrated the arts into English/reading lessons. The relationship between arts integration and reading achievement was stronger for **students in the free- and reduced-price lunch program and students in the English-language learner** program. Each of these statistically significant relationships is based on a model that also considered the effect of student characteristics, such as race/ethnicity and special education. For third-graders, the relationship of arts integration and math achievement was also statistically significant. Gain scores on the reading test were higher for fourth-grade students whose English/reading teacher integrated the arts. Gain scores on the mathematics test were higher for fifth-grade students whose teacher integrated the arts into mathematics lessons. It was not the mere presence of arts integration but rather the intensity of the initiative that related most directly to gains in student learning. *Source: Ingram, D., & Reidell, E. (2003). Arts for academic achievement: What does arts integration do for students? Unpublished manuscript, Minneapolis, MN, Center for Applied Research and Educational Improvement.*

Integrated teaching brings the following advantages:

- Integration helps students to make connections since the links between various concepts, skills and attitudes are established;
- Since students make connections, transferring what they've learned to new situations is more readily accomplished;
- Integration fosters a deeper understanding of concepts, since linked ideas allow students to review, to test hypotheses and to assimilate concepts in a more efficient way;
- Integration also allows students to gain an overview, since learning situations are placed in a larger context; students can then make connections between the learning situations and experiences in everyday life, and learning thus becomes more relevant and more motivating;
- Teachers who plan integrated units with colleagues receive the benefit of their expertise and knowledge, as well. Source: M.C.Escher: *Mathematics and Visual Arts.* Saskatchewan Education, (O.M.L.O.)

Engaging in the arts – visual arts, dance, theater, music with other disciplines nurtures the development of multiple cognitive, social and personal skills and abilities. Research indicates the active involvement in the arts is linked to:

Better reading performance

Sixth grade students who attended schools in which the arts were integrated with classroom curriculum outperformed their peers in reading who did not have an arts-integrated curriculum. In 1998, the difference in the Iowa Basic Skills Test for 6th grade reading favoring 19 schools integrated with the Chicago Arts Partnership in Education (CAPE) was 14 percentage points above 29 other Chicago public schools matched to the CAPE schools in terms of family income, neighborhood and academic performance. In 1992, before CAPE was initiated, the difference between those schools had been 8 percentage points. Source: *Champions of Change*, 1999 p. 55. Imagination Project at University of California Graduate School of Education & Information Studies. *Chicago Arts Partnerships in Education Summary Evaluation.*

Better math performance

Elementary students who attended schools in which the arts were integrated with classroom curriculum outperformed their peers in math who did not have an arts-integrated curriculum. In 1998, more than 60 percent of the students attending schools integrated with the Chicago Arts Partnership in Education (CAPE) performed at or above grade level on the math portion of the Iowa Test of Basic Skills while the remainder of Chicago Public School students averaged just over 40 percent. Those same numbers in 1992, before the CAPE program began were 40 percent in the pre-CAPE schools and 28 percent district-wide. Source: *Champions of Change*, 1999 p. 54-55. Imagination Project at University of California Graduate School of Education & Information Studies. *Chicago Arts Partnerships in Education Summary Evaluation*

Better academic performance

A co-relationship between high involvement in the arts and better academic scores was found among all students and remained consistent when the students studied were selected only from the lowest socioeconomic quartile. Socioeconomic status (SES) takes into account parental income and education levels and has long been known to be the most significant predictor of academic performance. High SES students would be expected to have both greater involvement in the arts and better academic performance making the relationship seen here between the two not very significant. However, by comparing low SES students with other low SES students, the relationship between high arts involvement and better academic performance could be tested without SES affecting the results. In the low SES group, significant differences were found between the academic achievement of high arts-involved students and low arts-involved students as

measured by standardized tests and reading proficiency measures. For instance, 30.9 percent of 12th grade, low SES, high arts-involved students scored in the top half on the standardized tests which combined math and verbal achievement. Only 23.4 percent of their low arts-involved peers (12th grade, low SES) did so. For achievement in high levels of reading proficiency the percentages are 37.9 percent for the high arts-involved students (12th grade, low SES) and 30.4 percent for the low arts involved (12th grade, low SES). Source: *Catterall, J. S., Chapleau, R., & Iwanaga, J. (1999). Involvement in the arts and human development: General involvement and intensive involvement in music and theater arts. In E. B. Fiske (Ed.), Champions of change: The impact of the arts on learning (pp. 1-18). Washington, DC: The Arts Education Partnership.*

Improved creative thinking skills

More students who had received high levels of arts instruction earned high scores on measures of creative thinking than students with the lowest levels of arts instruction. Creative thinking includes various aspects of problem solving: how many ideas a student has in response to a problem, how original those ideas are, how detailed the ideas are, and the student's ability to keep her mind open long enough for innovative ideas to surface. The results were found to be, "more firmly tied to rich arts provision than to high economic status." Source: *Champions of Change*, 1999 p.38, p.39. Teachers College/Columbia University. *Learning In and Through the Arts: Curriculum Implications*

Improved cognitive development

The arts provides a "cognitive use of the emotions; in this domain it is judgment rather than rule that prevails"(Israel Scheffler, 1977). Ten general lessons the arts teach children: to make good judgments about qualitative relationships, that problems can have more than one solution, to celebrate multiple perspectives that in complex forms of problem solving, purposes are seldom fixed, but change with circumstance and opportunity, that neither words in their literal form nor numbers exhaust what we can know, that small differences can have large effects to think through and within a material, constructive ways to say what cannot be said, that the arts offer experience we can have from no other source, that the arts' position in the school curriculum symbolizes to the young what adults believe is important. *Source: Learning and the Arts: Crossing Boundaries, 2000, p. 14. Article: Ten Lessons the Arts Teach. Professor of Education Elliot Eisner, Stanford University*

A greater ability to use complex reasoning

Students involved in after-school activities at arts organizations showed greater use of complex language than their peers in activities through community-service or sports organizations. Linguistic anthropologists found that "the influences of participation in the arts on language show up in the dramatic increase in syntactic complexity, hypothetical reasoning, and questioning approaches taken up by young people within four-to-six weeks

of their entry into the arts organization." "Generalized patterns emerged among youth participating in after-school arts groups: a five-fold increase in use of if-then statements, scenario building followed by what-if questions, and how-about prompts, more than a two-fold increase in use of mental state verbs (consider, understand, etc.), a doubling in the number of modal verbs (could, might, etc.)" Source: *Champions of Change*, 1999, p.27. Stanford University and Carnegie Foundation for the Advancement of Teaching, *Imaginative Actuality: Learning in the Arts During Nonschool Hours*

Success in the new *Economy of Ideas*

The arts develop skills and habits of mind that are important for workers in the new "Economy of Ideas" (Alan Greenspan). The SCANS 2000 Report links arts education with economic realities, asserting that young people who learn the rigors of planning and production in the arts will be valuable employees in the idea-driven workplace of the future." (The Secretary's Commission on Achieving Necessary Skills (SCANS) was established in 1990 by the Secretary of Labor with the goal of encouraging a high-performance economy characterized by high-skill, high-wage employment. It defined critical skills that employees need in order to succeed in the workforce and, indeed, in life. In addition to basic literacy and computation skills which workers must know how to apply, they need the ability to work on teams, solve complex problems in systems, understand and use technology.) Source: *Champions of Change*, Stanford University and Carnegie Foundation for the Advancement of Teaching. *Imaginative Actuality: Learning in the Arts During Nonschool Hours*

Research indicates that the arts enhance the process of learning. The systems they nourish, include integrated sensory, attention, cognitive, emotional and motor capacities, these are, in fact, the driving forces behind all other learning (Jensen, 2001, p. 2).

CPATA and Arts Integration

CPATA understands that the arts have the power to express meaning in ways that no other medium can match, and students need access to the power of individual expression that the arts give. The goal of CPATA through the integration of the arts is to reach those students who otherwise may not find academic success without it. “All students deserve exposure to the arts as a fundamental part of our culture.” *(Tilney, 2001).* “The arts reach the unreachable, serve the underserved, inspire the uninspired, enlighten the unenlightened and allow us to learn where we are. The arts are mankind’s gift to mankind. CPATA’s desire is to make students considered classroom failures, the ones who often ‘act out’ because the conventional classroom practices don’t engage them, to become high-achievers in arts learning settings as the arts tap into different styles of learning. Success in the arts becomes a gateway to learning and eventual success in other learning areas. The arts reach students not ordinarily reached. We anticipate that the arts will provide challenges for the CPATA students at all levels, from delayed to gifted. . The

academic program designed by CPATA with the focus on the arts and mathematics will encourage the students to love and appreciate life long learning and be prepared to succeed in high school and beyond.

“The arts encompass many learning styles and intelligences, so the case can be made for their use in the special education and gifted education classrooms. Many teachers wonder how to meet the needs of culturally and cognitively diverse classrooms. The arts may be the answer. Students of lower socioeconomic status gain as much or more from arts integration than those of higher socioeconomic status.” *(Fiske, 1999)*

CPATA will provide a basic framework for a challenging standards-based core curriculum that integrates the arts in every curriculum area. The core content areas of English/Language Arts, Mathematics, Science and History/Social Studies will be standards-based.

Best practice in arts integration requires commitment from teachers, teaching artists, administrators, parents and the community. CPATA will encourage this commitment. The rewards are many including gains in student learning, lower rates of disciplinary action, and rejuvenated instructional practice.

The arts will be a meaningful presence in our school. The evidence of an integrated arts program are these:

- Art in the hallways
- When students are asked what is important in their school, they will mention the arts
- School staff and students are connected to the arts in the community
- There is a real relationship between the artists working with the school, and the teachers, and the students
- There is evidence of the arts being integrated throughout the curriculum on a daily basis
- There is a sharing of the arts with parents and community
- There is a connection between in-school and after-school programming in the arts
- There is evidence of the arts in reading and writing assignments
- The arts are a regular part of teacher-made tests and other assessments
- There is planning time provided to teachers to integrate the arts collaboratively
- There is ongoing staff development for teachers to know how to implement the concept of arts integration

Source: Burnaford, G., April, A., & Weiss, C. (2001). Renaissance in the Classroom: Arts Integration and Meaningful Learning. Mahwah, NJ. Lawrence Erlbaum Associates. Chicago Arts Partnership in Education (CAPE project)

CPATA has selected textbooks, and designed a curriculum that will incorporate art and technology into every aspect of the core subjects. Grades K-6 will be taught by a multiple subject’s credentialed teacher who will teach an integration of art and technology

throughout the curriculum. In order to fully promote the integration of the arts, CPATA will hire an arts specialist to oversee the integration of the art program, and to support the teacher's in developing their daily curriculum around art. An art specialist will also coordinate music and art into the weekly schedule for all students grades K-6. Art and music classes will be taught by specialty teachers.

Textbooks

The textbooks below were selected because they provided extended activities to promote the integration of technology and art and also provide differentiated instruction, integrated technology, online learning activities, interactive software, and cross-curricula activities that will reach all learners such as:

- Provide activities for varying needs of individual students including special needs students.
- Leveled practice activities for students at basic, proficient and advanced levels.
- Additional activities designed to engage and challenge advanced learners.
- Provide success for ELL and students below grade level in the core subjects.
- Provide extra assistance in learning the concepts addressed in grade level standards.

Arts resource materials are imbedded within the core curriculum textbooks and the teachers will be instructed on how to utilize the extended curriculum through the publisher professional development (on-site, online and webinars). Additional music, art, dance, and theatre resources will be used as needed. The teachers will be further trained to incorporate technology and the arts into their curriculum during the professional development.

TEXTBOOKS GRADES K-6

SUBJECT	TITLE	PUBLISHER
English/Language Arts	**Imagine It (K-6)**	**SRA/ McGraw Hill**
Mathematics	**Scott Foresman-Addison Wesley enVision Math California (K-6)**	**Pearson Scott Fpresman**
History/Social Science	**Reflections California Series (K-6)**	**Harcourt School Publishers**
Science	**Scott Foresman California Science (K-6)**	**Pearson Scott Foresman**
Health	**Health and Wellness**	**MacMillan/McGraw-Hill**

Recruitment of Teachers

CPATA has designed an educational program that will motivate students to learn, and explore their creativity. The faculty will emphasize a personalized approach to learning with the abilities of each student being evaluated and encouraged and the individual needs of each student being recognized and addressed, as fully as possible. CPATA will provide creative, innovative and exciting teaching to eradicate the notion that school is boring, and irrelevant to their personal lives. Therefore, we are recruiting teachers who have the ability to create a learning environment that will produce a desire within each student to perform at his/her fullest potential and fulfill the mission of our school. CPATA will hire a multi-diverse staff to reflect the cultural diversity of the community. In addition, CPATA's preference for teacher's who will be considered for hiring is that they possess creative abilities that will assist our integrated arts curriculum i.e. singing, playing an instrument, artistic, dancer, theatrical, poet, writer etc.

CPATA's staff recruitment will take place upon approval of our charter petition. We will recruit highly qualified teachers who are experienced and credentialed, which will include the position of Arts Specialist, placing advertisements in the local newspapers, Edjoin, Craig's List, universities (CSU, USC and UC) and the California Charter School Associations' job hotline website and Job Fair.

Professional Development

CPATA believes that educators must be dedicated to a continuous plan of professional development that begins with their induction into the profession, and that extends through the life of their professional career in education through on-going and sustained professional development endeavors. We further believe that effective educators are life-long learners, that professional development must be an on-going process of refining skills, inquiring into practice, and developing new methods. The professional strengths and accomplishments of the school faculty at large must work to complement the learning needs and requirements of the entire student population. Professional development activities must also complement both the needs of the educator and the goals and objectives of the school. Further, these activities must focus on the conditions which affect student learning in order for teachers to develop the knowledge and expertise needed to enable students to function as independent thinkers and creative learners both in the school community and in the larger environment of society as a whole. We believe that the value of professional development are these:

- Enhances knowledge of subject content
- Improves understanding of the academic, social, emotional, and physical needs of each learner and ensures that educators utilize appropriate teaching skills to enable students to meet or exceed their potential

- Reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership
- Encourages educators to develop a variety of classroom based assessment skills
- Provides for integrating new learning into the curriculum and the classroom
- Is periodically assessed to show its impact on teaching practice and/or student learning
- Develops a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators
- Empowers educators to work effectively with parent and community partners.

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of student learning. Our professional development activities have been sequenced to correlate with the mission and vision of the school and its success in terms of student achievement, will be monitored by the principal and the arts specialist.

Aside from the publishers professional development (on-site, web-based training and webinars) for each state adopted textbook series, CPATA has identified other entities who offer professional development resources in visual and performing arts, they are as follows:

ARTS for ALL
http://www.LAArtsEd.org
Arts for All is a partnership that supports teachers in learning in and through the various art forms across an integrated curriculum and includes an institute, staff workshops, collaborative curriculum planning, and co-teaching. Arts LA is customized to the needs of schools.

ARTSEDGE
http://www.artsedge.kennedy-center.org/
The ARTSEDGE website helps educators to teach in, through and about the arts by providing a daily update about what's happening in arts by providing a daily update about what's happening in arts and education, standards-based curriculum that puts the art in all disciplines, and a library of planning, research and contact information for teachers.

ArtsEdNet
http://www.getty.edu/artsednet/
ArtsEdNet is an online resource that provides a wide variety of lesson plans and curriculum ideas to use in the classroom. The lessons, which have grown out of an

approach to teaching are called DBAE (Discipline Based Art Education), include the art of many different cultures, times, and places. ArtsEdNet also provides an extensive list of web links to sites that deal with art education, art advocacy, museums and image resources, and opportunities in the arts.

CARTS Org
http://www.carts.org/
When teachers combine oral history and community study with dance, theatre, music, and visual arts a powerful vehicle is created to explore others' and students' own cultures. CARTS.org is a compilation of the best practices and resources of this successful approach to education. This site is also a hub for information and curricular materials for all of City Lore's programs. From this site you can link to the City Lore website, and to Place matters and Peoples Poetry Gathering websites.

KinderArt
www.kinderart.com/index.html
KinderArt has a large number of art activities, lesson plans, project ideas, publications, and bulletin boards for use by K-12 art teachers.

Sanford's A Lifetime of Color
www.sanford-artedventures.com/
There are many resources for teachers offered on this Sanford's A Lifetime of Color product site, including lesson plans, art activities and games, product newsletters, artists' biographies, glossaries of terminology, and art demonstrations.

Teachers First Art Lesson Plans
www.teachersfirst.com/matrix.htm
TeachersFirst Art Lesson Plans is a Web resource for K-12 classroom teachers who want to access useful teaching resources. This site offers a variety of interdisciplinary and grade-specific lesson plans.

The Science Lab
www.the-science-lab.com/
Directory of Educational Resources related websites.

The Science Lab - *Educational Curriculum Development* www.the-science-lab.com/Educational-Resources/Curriculum-Development.html

Directory of Curriculum Development Resources related websites.

World Arts West: People Like Me Activities
www.worldartswest.org/plm/index.html

This site is a good resource for teachers who want to incorporate performing arts and cultural appreciation into their curriculum. The basic exercises on this site help students explore these topics.

CPATA plans to work closely with RIMS California Arts Project a regional professional development center of The California Arts Project (TCAP) a subject matter project in Visual and Performing Arts and provides NCLB compliant professional development for teachers in the four arts disciplines of dance, music, theatre and visual arts. The central mission of TCAP is to provide hands-on experience to deepen teachers' knowledge of dance, music, theatre, and visual arts, and to enhance instructional strategies for teaching these four disciplines to students, pre-kindergarten through postsecondary.

CPATA also plans to partner with the Performing Arts Center of Los Angeles County.

These resources will be utilized by our staff, in order to offer an effective technology and integrated arts curriculum.

The following is a guideline that we will utilize to direct our professional development as we work with teachers:

Checklist for Quality Professional Development

Curriculum/Content

· Will the teacher's new learning directly impact student learning, providing teachers with multiple models and approaches for teaching?

· Are professional growth activities carefully structured to reflect the scaffolded art curricula with specific art content target for each grade or course level?
· Will participants have opportunities to experience new ideas and curricula?
· Will multiple examples of student products be exhibited and discussed?
· How will connections be made between teachers' current knowledge and new learning?
· Will connections be made to other subject areas? If so,how?
· Will the instruction be experiential?
· How will follow-up be provided to participants as they apply new skills or strategies?

Assessment
· Will a variety of assessment models be shared?
· Will models for oral and written critiques be given? Practiced?
· How will the new methods or strategies help students reflect on their own artistic process?
· Will methods of maintaining journals, sketchbooks, and portfolios be provided?

Thinking Process

· How will creative thinking processes be encouraged in participants? In their students?
· How will these strategies/methods facilitate critical thinking in participants? In their students?
· How will these strategies/methods encourage participants to think divergently? In their students?

Presenters

· How does the presenter model exemplary teaching practices?
· Will a facilitator and a resource person be available to assist the presenter?
· How will the facility and equipment enhance the quality of the session?
· How can younger teachers be encouraged to present professional development sessions early in their careers?

Audiences

· Is the content tailored to teachers of specific developmental levels (e.g., primary, middle school)?
· Are the needs of diverse populations of art educators, including , middle school art teachers, elementary art teachers, addressed in separate sessions?
· How will the special needs of classroom teachers who teach art among many other subjects be addressed?

Alternative Formats

· Are beginning teachers and teachers new to the teaching profession paired with experienced mentor teachers in the same discipline?
· Are teachers provided opportunities to observe or team teach with master teachers on other campuses or in other districts?
· Are art teachers funded to attend and present at state and national professional conferences?
· Do art teachers have access to the Internet?
· Do art teachers have opportunities to participate in satellite conferences with teachers on other campuses, with artists, and/or with curators at museums?
· Are satellite conferences provided for art teachers who share common interests, such as advanced studies*? Source: Art Curriculum Framework, Center for Educator Development in Fine Arts (CEDFA)*

Summer Training

After eight teachers and assistants have been approved for hiring by the Board, CPATA will conduct three weeks of staff development during the month of August (beginning the first year of school and a two week training every year thereafter) at the start of each school year. The staff will be trained on:

- Integrating the performing and visual arts and mathematics throughout the curriculum
- Integrating technology into the classroom and identifying websites
- Building the school culture
- Data-driven assessments, testing and evaluations
- Training on the school's data management systems
- Differentiated instruction, including strategies for meeting the needs of ELL, gifted and special education students
- Textbook training by the publishers
- Classroom discipline, classroom management,
- School discipline policy, and building school culture
- Portfolios
- SIS System Training
- First in Math, Meet the Masters, The Getty Center for Education of Arts
- Carnegie Learning Program
- California Art Education Association

Weekly Professional Development

In order to continue with professional development and to encourage grade level planning time, CPATA will conduct professional development every week. The school will adhere to a half day schedule on those days. Planning is a major key to the success of CPATA's program. An Early Dismissal schedule will be in place every week to allow the grade-level teachers to have a 3 hour block of time to plan, evaluate data for student growth and success, identify strengths and weaknesses of the students, and to determine additional focus for those students who need further intervention. Topics that had been discussed during the summer will be revisited as needed or as requested by the teachers i.e. SST, special education and IEP's, Classroom Management, Technology, Integration of the arts and mathematics, assessments, etc.

Pupil Free Days

During the month of November, CPATA will place one Pupil Free day on the calendar in order to attend the California Arts Education Association conference for educators. Since our school will have a technology and arts emphasis, CPATA would like for all staff to attend. In addition, there will be two consecutive Pupil Free days in the month of March of each year in order for the school to attend the California Charter School Association Conference.

PROFESSIONAL DEVELOPMENT TIMELINE AUGUST 2011

3 days	Integrating technology in the classroom, the identification and use of core subjects and art websites, and the use of interactive whiteboards
1 days	Performing Arts Center of Los Angeles County Arts Integration Workshop
2days	Meet the Masters and the Getty Center for Arts Education – Effective collaboration, performance opportunities
2 days	Textbooks workshops - integration, differentiated instruction, (gifted, low-achieving, special needs, ELL), pacing plans
1 day	First in Math
1 day	Building the school culture
2 days	Data driven assessment, testing and evaluations and SIS System
2 days	Differentiated Instruction including strategies for special needs students
1 day	School discipline plan

Implementation Plan for Instructional Program

CPATA proposes to open with kindergarten through grades two in our first operational year (2011-2012). CPATA will add one grade each year, eventually serving kindergarten through sixth grade by the 2015-2016 school year. The specific implementation plan is provided below.

IMPLEMENTATION PLAN AND TIMELINE
For the school's instructional Program

YEAR	MONTH	IMPLEMENTATION PLAN for instructional program
2011	February	Submit charter petition to LAUSD Apply for tax-exempt status Identify funding sources
2011	March-April	Meet with LAUSD Charter School Office for capacity interview Charter petition will go before the LAUSD school Board Gather supporters for hearing Increase PR and media support Expect charter approval Apply for state Start-Up Revolving Loan Apply for Public Charter School Grant Program Retain architect to draw plans for Conditional Use Permit (if necessary) Apply for Conditional Use Permit at Building and Safety (if necessary)
2011	April-May	Begin community outreach to local elementary schools Begin to recruit staff (teachers, the arts specialists, TA's, office, yard assistants, and food service) Actively reach out to potential students, targeting high need populations Prepare parent and staff handbooks Prepare staff employment contracts with Board approval Obtain all necessary insurances Begin student enrollment
2011	May	Continue staff recruitment Begin renovation of facility Continue student enrollment
2011	June	CPATA Board approves contracts from outside providers/vendors Complete parent and staff handbooks for Board approval Continue renovation of facility Hiring panel recommends staff to Board for approval Financial systems are established, including payroll, retirement, and PO/payment

		Finalize contracts of consultants for professional development Continue student enrollment
2011	July	Offer contracts to approved staff Put office personnel in place Negotiate healthcare benefits for staff Order all textbooks Complete hiring of all staff Purchase computers, software, art supplies, furniture and equipment Send fundraising letters to funding sources Close student enrollment
2011	August	Professional Development Hold lottery (if necessary) Student Assessments
2011	September	School begins

ACADEMIC SCHOOL CALENDAR

2011-2012

Professional Development	**August 1-26, 2011**
School Begins	**September 1, 2011**
Labor Day	**September 5, 2011**
Parent/Teacher Conferences	**November 1-4, 2011**
Veterans Day	**November 11, 2011**
PUPIL FREE DAY (California Arts Education Conference)	**November 18, 2011**
Thanksgiving Holiday	**November 24-25, 2011**
Winter Recess	**December 19 – January 6, 2012**
Professional Development (Teaching Staff Only)	**January 3-6, 2012**
Dr. Martin L. King, Jr.'s Birthday Observed	**January 16, 2012**
Projects Due	**January 29, 2012**
Parent/Teacher Conferences and Official Report Cards	**February 1-3,**
Second Semester Begins	**February 6, 2012**
Presidents' Day	**February 20, 2012**
Black History Project Due	**February 22, 2012**
Cesar E. Chavez Birthday Observed	**March 30, 2012**
Spring Recess	**April 2-April 6, 2012**
Parent/Teacher Conferences	**April 24-27, 2012**
Science Faire	**May 3-4, 2012**
Cinco de Mayo Celebration	**May 5, 2012**
Memorial Day Observed	**May 28, 2012**
Projects Due (Digital Portfolio)	**June 15, 2012**
Parent/Teacher Conferences and Official Report Cards	**June 18-22, 2012**
Last Day of Instruction	**June 27, 2012**
PUPIL FREE DAYS	**June 28-29, 2012**

INSTRUCTIONAL DAYS PER MONTH

MONTH	INSTRUCTIONAL DAYS
September, 2011	21
October	21
November	19
December	12
January, 2012	16
February	20
March	20
April	16
May	22
June	19
INSTRUCTIONAL DAYS	186

BELL SCHEDULE

School Hours 8:00 am – 3:30 pm

DAILY SCHEDULE (Grades K-3)

Breakfast	7:30 – 8:00 am
SCHOOL BEGINS	**8:00 am**
English Language Arts	8:00 – 9:30
Nutrition and Recess	9:30 – 9:50
English Language Arts	9:50 – 10:50
Mathematics	10:50 – 12:00
Lunch and Recess	12:00 – 12:40
History/Social Studies	12:45 – 1:45
Science	1:45 – 2:45
P.E.(2 days, Music 1 day, Health 1 day, Art 1 day)	2:45 – 3:25
Dismissal	3:25 – 3:30

DAILY SCHEDULE (Grades 4-6)

Breakfast	7:30-8:00 am
SCHOOL BEGINS	**8:00 am**
English Language Arts	8:00 – 10:00
Nutrition and Recess	10:00 – 10:20
Mathematics	10:20 – 11:40
Lunch and Recess	11:40 –12:20
History/Social Studies	12:25 – 1:25
P.E.(1 day, Music 1 day, Health 1 day, Art 1 day)	1:25 – 2:25
Science	2:25 – 3:25
Dismissal	3:25 – 3:30

MINUTES PER SUBJECT

150 min for K-3 Language Arts	120 min for 4-6 Language Arts
70 min for K-3 Math	80 min for 4-6 Math
60 min for K-3 Science	60 min for 4-6 Science
60 min for K-3 History/Social Studies	60 min for 4-6 History/So. Stud.
40 min for P.E., music, art, health	60 min for P.E., music, art, hlt

Shortened Day (Professional Development and Conferences) Schedule K-6

Breakfast	7:30 – 8:00 am
SCHOOL BEGINS	**8:00 am**
English Language Arts	8:00 – 9:30
Nutrition and Recess	9:30 – 9:45
Mathematics	9:50 – 10:50
History/Social Studies	10:50 –11:50
LUNCH	11:50 –12:20
Science	12:25-1:25

380 daily minutes X 148 Full Days of instruction, 56,240 instructional minutes per year.
270 daily minutes X 38 shortened days of instruction, 10,260 instructional minutes per year.
There will be 186 calendar days per year with a total of 66,500 minutes per year.
CPATA will offer, at minimum the number of minutes of instruction set forth in Education Code 47612.5

Special Needs Students and the Arts

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.

In planning arts programs for students with special needs, teachers should begin by examining both the curriculum expectations for the appropriate grade level of the individual student and his or her strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations or modifications; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a grade and which constitute alternative programs.

The Specialists will coordinate with the teachers, special education resource specialist, and the grade level textbooks to assist in the planning for the special needs student.

Instructional Programs for Socioeconomically Disadvantaged Students

CPATA realizes that most of our students will come from socio-economically deprived circumstances and backgrounds. However, we will have the same expectations as any other student. Our strategies for meeting the needs of socio-economically disadvantaged students will be the same as those for all students. When technology and the arts are an interdisciplinary partner with other subjects, they generate conditions that cognitive scientist say are ideal for learning.

The Specialists will assist the teacher's in integrating technology and the arts into the curriculum of the disadvantaged student. Each student will be considered an individual with their instruction differentiated for each learning need. Since we know that technology and the arts are an excellent way to engage the students, the teacher will pay close attention to the special needs of students with the assignments being modified accordingly. For instance, a student who might have difficulty understanding a history concept might be allowed to engage in technology or an art form that will provide a greater avenue for understanding.

Also, in order to determine the academic level of each student, within the first two weeks of the beginning of the school year, each student will be administered various diagnostic tests as assessment instruments (if in the second grade or above the STAR test results

will be assessed) publisher assessment, teacher designed assessments for math and language arts, writing samples, and current homework to determine their academic needs and levels. The assessments will assist the staff and students in developing an Individual Progress Plan (IPP). The use of this information will assist the staff, parent and student in planning the proper path for educational success. A primary goal of CPATA is to assess student strengths and weaknesses, fill in existing gaps in their skills, and provide a bridge to more challenging content with practical application.

To put students on the path to educational success, the mission, vision, and instructional programs of the school are designed to provide and ensure equal access for all students particularly those students who are designated as socio-economically disadvantaged based upon the poverty index. At its core, CPATA believes in high expectations for each of its students regardless of background.

CPATA has designed its program to support students from socio-economically disadvantaged backgrounds in the following ways:

If students do show deficits in their educational experiences, CPATA plans to assist the socio-economically disadvantaged students in succeeding in the following ways:

- Offer creative expression opportunities through the integration of technology and the arts in the core classes. The teachers will be trained on how to engage students who came from a low-socio economic background. The lessons will be differentiated to accommodate this type of student. The selected textbooks will also assist the teacher in providing extended creative activities.

- Bring excitement and joy into learning through the infusion of technology and the arts into the curriculum. Technology and the arts integration has substantial effects on all students, especially the socially disadvantaged student.

- Allocate more time for the students to fill in the missing educational gaps by offering tutoring and homework support in all subject areas during class time and the After-School Intervention Program

- Offer literacy coaching which includes promoting reading, writing, and speaking during the After School Intervention Program.

- Students will learn to manipulate language in both oral and written forms through plays, speeches, poems, and oratorical exercises as a part of our Saturday Enrichment Program.

- Offer personal and academic counseling as needed.

- Conduct home visits to families to create supportive learning environments at

home and increase literacy experiences.

- Use of technology/computer for online academic support.

- Borrowing books from the library or CPATA library to ensure daily at-home reading

- Inviting visitors and guests to share experiences and interests.

- Field trips to areas of interest that corresponds to the different areas of study.

- Frequent contact with parent/guardian to inform of academic and behavioral progress.

- Focus on phonemic awareness.

- Provide peer-peer tutoring.

- Targeting the personal interests of the student.

- Encourage parent involvement by utilizing them as tutors and/or in other interest areas.

- Use instructional assistants to target specific needs.

- Provide wholesome meals.

With these interventions, CPATA will provide every opportunity for socio-economically disadvantaged students to advance academically and eliminate the learning gaps.

Instructional Program for Gifted Students

"Technology and arts integration enable students to be active, to experience things directly, and to express themselves in ways best suited to the individual student." (Corbett, Wilson & Morse, 2003, p.17). A goal of technology and arts integration is to use the technology and arts so that students can have direct experience, be involved in making decisions about their learning, and be engaged in lessons that are motivating. The technology and the arts are an ideal focus for the gifted student. It offers the opportunity to create, use higher level thinking and problem solving skills, and integrate the learned information on a higher academic and cognitive level. All of the selected textbooks have differentiated instruction incorporated into the lessons.

CPATA recognizes that our students will have various levels of academic ability. Therefore, we will address the needs of the gifted and talented student, whose learning characteristics, thinking aptitudes and abilities differ significantly from those of their same-aged peers. CPATA's assessment and identification of gifted and talented students shall be based on the California standardized test scores, and the prior year's school records. During the beginning of the school year, diagnostic tests will be administered to all students as a measure to determine if the student is on grade level, is intellectual, has a high degree of creativity, is academic, and/or has leadership ability, and talent in the visual arts and performing arts. Teacher recommendations, and/or other criteria that the school finds appropriate will also be utilized to assess the student.

After the data analysis, the student has been identified as gifted and/or talented, CPATA shall develop differentiated learning environments in which gifted and talented students can acquire skills and understanding at advanced ideological and creative levels matching their potentials. Throughout the day, the staff will differentiate instruction based upon the individual needs of the students and will push those students who are achieving at higher levels to demonstrate a specific ability or talent, as identified through student data or evidence of student capacity. Differentiated instruction shall include complexity (making connections or seeing relationships) acceleration (advanced content through curriculum compacting), novelty (introducing new areas of study), and depth (exploring a subject in greater detail). Examples of the instructional program that may be employed with gifted and talented students are:

- Individual and group projects
- Computer adaptive software programs and online activities for advanced eskills and egames in the core subjects
- Extensions of projects in the arts
- Advanced critical thinking and problem solving activities that push their thinking levels
- Discovery learning
- Provide a wide variety of materials at different levels that engage a wide variety of interests
- Mentoring lower achieving students
- Peer-peer tutoring
- Connection with artists in a particular area for mentoring
- Ensure a challenging, exciting curriculum
- Field trips to broaden experience base

By using assessment information to monitor students' progress teachers will be able to make necessary modifications and adjustments to best support students. In addition, teachers will work with students to develop plans to best meet the student's individual needs, thereby cultivating their gifts, talents and passions. The staff will be trained to identify gifted and talented students and how to best support them. The Specialists will work along with the teacher's to ensure that the gifted students are academically challenged.

Students are designated as being high-achieving if they meet the following criteria:

1. Performing more than one level above his/her actual grade level

2. Earning 4 on rubrics of content learning standards in core content learning Standards

3.Advanced intellectual ability based on teacher observation, standardized test scores, and an intelligence test

4. High achievement based on two consecutive years of academic achievement (grades) and standardized test scores in English language arts and mathematics

5. Specific academic ability based on three consecutive years of high standardized test scores in English language arts or mathematics and a teacher recommendation.

Instructional Programs for Students Achieving Below Grade Level

Deasy (2002) asserts that the influence of technology and the arts may be greater on the academic learning for **students with disabilities and special learning needs, students living in poverty, and students learning English as a second language,** than for the general population of students. This is because technology and the arts have the ability to create opportunities where there are no right or wrong responses; the projects are individualized and different learning styles and abilities can be accommodated. This allows the student with varied abilities to succeed.

CPATA's academic program has been designed to ensure that each student will develop a love and excitement for learning. We believe that technology and art give the low achieving student an excellent opportunity to strive to achieve and excel. The Specialists will work along with the teacher's to ensure that the low achieving students are academically nurtured.

At the beginning of each academic school year, CPATA will administer diagnostic tests during the first two weeks of school. CPATA will include California standardized test

scores, the prior year's school records, teacher recommendations, and/or other criteria that the school finds appropriate. At the beginning of the year diagnostic tests, will be administered to all students as a measure to determine if the student is on grade level. Teacher observations, class work and homework, assignments and projects will be utilized to determine the students intellectual ability, creative, academic, and/or leadership ability and achievement, plus talent in the visual arts and performing arts.

Students are designated as being low achieving if they meet the following criteria:

1. Performing more than one level below his/her actual grade level
2. Earning below 70% in one or more core subjects and therefore in danger of failing the grade
3. Earning 2 or below on rubrics of core content learning standards
4. Not on track to make at least one grade level of growth in English Language Arts, and Mathematics

"One consideration in all interventions is increasing time on task. It is unrealistic to expect students who are one or more grade levels behind to be able to "catch up" without increasing instructional time. One of the most well-established facts about how people learn is that learning takes time. Time is needed to practice so that facts are easily remembered and procedures fluently executed. Time is also needed to integrate new learning into the student's existing understanding."Source:(*Guide to Mathematics Intervention Solutions: A Roadmap for Student Success)*

With this concept in mind, CPATA has scheduled extended minutes in English/Language Arts and math for grades K-6 to principally assist the students who are achieving below grade level. The extended time will allow the students achieving below grade the opportunity to develop an understanding, practice, remember and integrate the new information.

After the data has been analyzed, the students who are performing below grade level in the core content areas will receive individual and group instruction to target their individual needs. Teachers will therefore differentiate instruction based on students' needs, interests, readiness and learning profile. The selected textbooks have additional activities for students who are struggling and who are low achieving.

Other instructional strategies for students achieving below grade level will include:

- Increased time on task, especially in ELA and math
- Individual, and small groups, targeting specific standards during regular class time
- Guided reading groups

- Peer tutoring, pairing struggling readers with younger readers
- After-School Intervention program, Saturday School and Summer School
- Pre-teaching
- Tutoring and homework support
- Computer adaptive software programs for math and reading remediation and online core content support
- Involving parents in homework and other projects
- Using instructional assistants to target students specific needs
- Providing positive support and encouragement
- Arts projects

The teachers and administration will monitor the student's progress and work collaboratively to share best practices and ideas to support students achieving below grade level. Time will be set aside weekly at Professional Development for the grade level teachers to discuss and strategize regarding the low-achieving student.

If after implementing the instructional support strategies and there is no significant growth, students achieving below grade level may be referred by the teacher or by the parent for a Student Success Team (SST) meeting. In these meetings, the classroom teacher, the parent, the Principal, and the Counselor, and any other relevant party will convene to discuss the child's strengths and areas of concern. In this meeting interventions and actions steps will be decided upon in order to further assist this child in academic and/or behavioral growth. A follow up meeting will be scheduled to reconvene and discuss the student's progress.

After three SST meetings, if significant progress has not been made as measured by assessments, the student may be referred for assessment to determine if the child is eligible for special education services under the Individuals with Disabilities Education Act (IDEA) if appropriate,. The school will make every effort to ensure an exhaustive list of interventions is utilized to avoid over identification of students in Special Education.

Instructional Program for English Language Learners

Deasy (2002) asserts that the influence of the arts may be greater on the academic learning for **students with disabilities and special learning needs, students living in poverty, and students learning English as a second language,** than for the general population of students. This is because art has the ability to create opportunities where there are no right or wrong responses; the projects are individualized and different learning styles and abilities can be accommodated. This allows the student with varied abilities to succeed. The Specialists will work along with the teacher's to ensure that the English Language Learner are academically challenged and nurtured.

CPATA will comply with all federal, state, and judicial mandates relative to equal access for English Learners. CPATA will use an inclusion model to serve English language learners and will ensure all of the teachers are trained in the most effective English language learner strategies, including the research-based Specially Designed Academic Instruction in English (SDAIE) and Sheltered English strategies. As a part of

Professional Development teachers will understand basic constructs of bilingualism and second language development, the nature of language proficiency, the role of the first language and culture in learning, and the demands that mainstream education places on culturally diverse students. (*Clair, 1993*) Teachers will be trained to continually reassess what schooling means in the context of a pluralist society; the relationship between teachers and learners; and attitudes and beliefs about language, culture, and race (*Clair, Adger, Short, & Millen, 1998; Gonzalez & Darling-Hammond, 1997).* CPATA will also employ teachers who have received CLAD (Cross-Cultural Language Acquisition Design) or BCLAD certification. CPATA teachers will align their teaching to the California English Language Development standards set forth by the California Department of Education to assist in planning and assessing the progress of English Language Learners.

The instructional program will be presented in English with provisions to ensure comprehension in English learners and develop English as a second language. The instructional program will be designed to promote language acquisition, oral language development and enriched learning opportunities for all students. Furthermore, it is the intent of the CPATA to provide an English immersion environment whereby students who are not currently English proficient will learn in our general education setting with the assistance of bilingual staff. The focus will always be to develop English proficiency while achieving in our academic environment. Language acquisition is enhanced by exposing students to experiences in a variety of learning modalities (auditory, kinesthetic, and visual) that correspond to subject matter and grade level curriculum.

All English Learners (EL) shall participate in the core standards-based curriculum appropriate for their grade level as fully as their English language will allow. To accelerate learning English, to offer primary language support, and the mastery of the standards-based curriculum, teachers will provide special assistance to the EL student during regular classroom instruction and if needed, tutorial assistance will be provided for them outside of core class time. Students beginning ELD levels will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input. In order to enhance ELL students' vocabulary development, teachers and the assistants will regularly work with the students in small groups.

CPATA will continually explore innovative ways to implement successful practices by which bilingual students can achieve their fullest potential. English learners will receive instruction utilizing the techniques of phonics, sheltered English, cooperative learning groups and experiential activities. Teachers, aides, other students or parent volunteers will provide primary language support. CPATA, wherever possible, will hire personnel and recruit bilingual community support and services to meet the primary language needs of English learners.

Curriculum will be presented to English learners at beginning ELD levels in English utilizing Specially Designed Academic Instruction in English (SDAIE) techniques. This will include instruction utilizing sheltered English, cooperative learning groups, and small group instruction. Sheltered English includes strategies that make language comprehensible. This requires an awareness of the student's prior knowledge and experiences, consistently building on background knowledge, using visuals, focusing on 1-2 major concepts and drawing out the main points. Small group instruction will take place during class time by the teacher or the assistants to allow opportunity for individualizing the instruction to the needs of those particular students who have additional needs.

Our hands-on curriculum will enrich all curricular areas by emphasizing four critical elements: Content, connections, comprehensibility and interaction. Instruction will be organized to assure a high frequency of interaction between students and other students, their teachers and the curriculum activities. English language methodologies, will stress the use of students background knowledge, visual perceptual skills and modeling. CPATA will use proven methodologies for students who are acquiring English. Examples of instructional models that may be employed with ELL students are: cooperative learning, repetition, pre-teaching vocabulary, using pictures, books on tape, storytelling, manipulatives, songs, props, gestures, dramatizations, labeling items in classrooms in different languages, using culturally relevant materials, and relevant displays. Appropriate pacing and integration of reading, writing, speaking and listening will be applied.

Best practices and individual student progress discussions will be frequent agenda items during the school's weekly professional development and grade level meetings. The results of these discussions and teacher input will be captured in the Individual Progress Plans (IPP) for all students, including English language learners.

Parent Involvement and Notification

Parents will be notified regarding their child's English Language Development along with CELDT scores every progress report or every semester and/or as often as needed.

Parents will be a participant in their child's IPP. The school will offer literacy or EL training classes after school and on Saturdays for the parents. Our parents will also be encouraged to volunteer to participate in the school environment.

Assessment to Identify English Language Fluency

Parents or guardians of students enrolling in CPATA will be required to complete a Home Language Survey. If a language other than English is indicated on the survey, the California English Language Development Test (CELDT), along with other placement exams, at the beginning of the school year, will be used to determine English proficiency. The results of the students' CELDT scores will be used to determine the students' ELD levels and to provide insight into appropriate language development supports. The 5 levels that a student may be categorized into include: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advance. The CELDT exam will be administered annually to measure student progress. If the student shows significant progress (the student must show a level 4 or better) after taking the annual CELDT exam, the student will be reclassified.

For purposes of NCLB Title 3 accountability, English Learners will meet the federal and state AMAO targets-specifically ensuring that students enrolled in the school make at least one level of growth on the CELDT annually, and the school will ensure that at least 75% of EL students enrolled will be at the Basic Level or above on the STAR tests in the core subjects.

To determine ongoing progress in English, students will be assessed with ongoing classroom assessments, focused assessments in the tutorials, the Standards Master assessments and the regular Benchmark assessments, in addition to yearly CELDT and STAR programs. In addition, CPATA is in the process of researching the most effective interactive English Language Development software for English language learners for grades K-8.

Technology and the EL Student

Technology/software will be used to meet the language needs of the EL students. It will be acquired to monitor, assess progress and administer instruction. Technology enhanced programs for English Language Learners work most effectively when they:

- Provide interaction, communicative activities, and real audiences.
- Utilize task-based and problem-solving activities through the arts.
- Provide 'sheltering-techniques'- ways to make lessons easier to understand to support language and academic development.
- Are student-centered and promote student autonomy.

- Facilitate focused development of English-language skills.
- Support collaborative learning.
- Foster understanding and appreciation of the target and native cultures.
- Provide appropriate feedback and assessment.

(Butler-Pascoe, M.E. and Wiburg K.M. Technology and teaching English language learners)

***Special Education Program**
Prior to Los Angeles Unified School District ("LAUSD") Governing Board approval, Columbia Preparatory Academy of Technology and Art will either execute a Memorandum of Understanding ("MOU") by and between the Los Angeles Unified School District ("LAUSD") and Columbia Preparatory Academy of Technology and Art regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD's MCD requirements.

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a Memorandum of Understanding ("MOU") by and between the LAUSD and he charter school (if considered a Local Educational Agency ("LEA") regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

***Modified Consent Decree Requirements**
All Charter Schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District's Special Education Policies and Procedures Manual 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.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

CBEDS, which is due at the end of October of Each School Year.

All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most Charter Schools are not currently utilizing the District's current SIS, the MCD requires all Charter Schools to implement the use of ISIS once it is developed.

Section 504 Plan

No otherwise qualified individual with a disability...shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Section 504 of the rehabilitation act of 1973

Section 504 is a civil rights law. To meet the criteria for Section 504 protections, a child must...

- have a physical or mental impairment that substantially limits one or more major life activities;
- have a record of such impairment, or
- be regarded as having such an impairment.

Under Section 504, a plan may be developed to assist students with disabilities that require accommodations in order to access the general education program. The 504/SST team will monitor and assess both groups.

Examples of disabilities that might substantially limit a major life activity (Major life activities include: walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks) are:

- Attention Deficit Disorder
- Chronic Asthma
- Diabetes
- Severe Allergies
- Cancer
- Physical disabilities
- Temporary disabilities

CPATA Section 504/SST team will conduct an evaluation to determine if the student meets the three prong criteria as disabled under federal law, by:

- determining if the student has a potentially limiting mental or physical disability
- determining if the student's disability impairs a major life activity; and
- determining if the student's physical or mental impairment substantially limits the major life activity.

Some examples of assistance that can be provided in a Section 504 plan are:

- Providing additional time for homework assignments
- Changing the way tests are given
- Seating in the front of the class
- Creating a behavior support plan

Parents/Guardians rights under Section 504 of the Rehabilitation Act?

- written notification of any decisions concerning the identification, evaluation, and/or accommodations
- information needed to appeal any such decisions; and
- examination of relevant records

Search and Serve

CPATA will make every effort to search, identify and serve all special education students enrolled in the school. The CPATA enrollment application includes a section that parents fill out that assists in determining:

If the child is in need of an assessment
If the child is a receiving special outside services
If the child has already been identified as being in need of special services
If the child has a pre-existing or active IEP

If a parent answers yes to any of the questions in this section of the enrollment agreement, our special education program will meet with the family to review a previously existing IEP and/or discuss the child's needs upon entering our program. If needed, a Student Study Team made up of the parent/guardian, teacher, student and
Administrator will come together to discuss and identify the students needs and develop an intervention plan to ensure the student's academic and social success in school. Parents will be informed of their child's right to special education and related services that are available to them at no cost.

Student Study Team

If the Individual Progress Plan is not meeting the educational needs of the child, and the teacher or teachers have met with parents and instituted classroom modifications, the child should be referred to the Student Study Team. The purpose of the Student Study Team is to bring all school wide resources to aid learning programs strategies for special

needs. They then analyze the major changes regarding assessment for eligibility determination in the Individuals with Disabilities Education Improvement Act (IDEIA) passed in 2004 and the regulations implementing the law, published in August 2006. (These changes are significant and will alter the ways in which school-based teams conduct the eligibility determination process.)

All qualified persons with disabilities within the jurisdiction of a school district are entitled to a free appropriate public education (FAPE). CPATA will adhere to all of the special education laws

The Student Study Team uses a systematic problem solving approach, utilizing teachers, administrators, parents, the student, counselors, psychologists, nurses, and the special education coordinator, to assist students who are not progressing at a satisfactory rate. After the Student Study Team has met, designed a strategy of intervention, and evaluated the effectiveness of the intervention, might a student be referred for a special education evaluation. However, it is the legal right of a parent to request a special education evaluation at anytime. CPATA Charter and LAUSD staff may request, along with a parent, a SST to discuss concerns. Interventions will be suggested and implemented before any assessment takes place. An LAUSD designee will be involved in these types of meetings. The Special Education Process or parent requests must be granted within 15 days.

The Special Education Process:

Step 1: Referral for Assessment
Step 2: Assessment
Step 3: Development and Implementation of Individualized Education Plan (IEP)
Step 4: IEP Review

Step 1: Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and show potential signs of needing special education and related services. A child can be referred for assessment by the teacher, parent/guardian, or other school personnel; the parent/guardian will receive a written response from the school within thirty (30) days of the receipt of a referral for assessment. If the school determines that an assessment of a student is not appropriate, the parent will receive written notice of the decision. This notice explains the basis of the refusal and the parent's right to request a due process hearing to contest the charter's refusal. If CPATA determines that an assessment is appropriate the parent will receive an Assessment Plan.

The parent must consent to the Assessment Plan (AP) by signing it before the assessment can take place. The parent has fifteen (15) days from the receipt of the AP to consent and sign it. If the parent does not consent to the AP, CPATA will meet with, discuss and work through concerns and resolve differences.

Step 2: Assessment

Within thirty days, not counting school vacations greater than five days from the receipt of the parent's signed AP, CPATA must complete the assessment and hold an Individualized Education Program (IEP) meeting. LAUSD school psychologist and case manager will be involved in this process.

The Assessment Plan describes the types of assessments that may be used for determining eligibility for certain instruction and services. Assessment involves gathering information to determine the student's disability, eligibility for services, nature and extent of required services. Assessments may include individual testing, observations, interviews as well as review of school records, reports, and work samples. Assessment guidelines include: parental consent, evaluation in all areas related to suspected disability, multiple assessments without cultural or racial or gender bias, and multidisciplinary team to include a teacher knowledgeable in the disability.

Parents must give consent for an initial evaluation and initial placement, be notified of any change in placement that may occur, and be invited, along with teachers, to conferences and meetings to develop Individual Education Programs (IEPs).

There may be some exceptions to the above policy:

If a parent/legal guardian requests a special education evaluation they have a legal right to have that request carried out within the mandated time frame. This parent or these parents should be made aware of the Student Study Team process and its benefit for their child and the benefit of exhausting available school resources. If the parent requests the special education evaluation, he or she should provide a written request to the school. A response will be sent to the parent within 15 days of the request for evaluation.

If a child appears to have a speech difficulty, he or she may be referred for a speech and language evaluation without going through the Student Study Team process.

Step 3: Development and Implementation of an Individualized Education Program (IEP)

Every child who is assessed must have an Individualized Education Program (IEP) to discuss assessment results and determine eligibility, and (if eligible) specify the instruction and services. IEP team membership includes parent/guardian, school administrator, current teacher, and other invited persons such as those who assessed the student.

The parent is viewed as an integral member of the IEP team. If the parent cannot attend the IEP meeting, CPATA will ensure the parent's participation using other methods, such as conferencing by telephone or meeting at the parent's home. CPATA will ensure that the parent understands what is going on at the meeting. If necessary, the school will provide an interpreter if the parent has a hearing disability or is not fluent in English.

The team will discuss the assessment and consequent goals and set up an Individualized Education Program for the student. After a written IEP has been finished, it will be implemented as soon as possible. The parent can review and request revisions of the plan. The IEP will contain:

- Annual goals and short term objectives focusing on the student's current level of performance
- The services that the student will receive
- When the services will begin, how often they will be provided, and for how long
- The instructional program(s) where these services will be delivered
- The rationale for placement decisions
- The amount of time the student will spend in general education, IEP will state why
- How the student's progress will be measured
- Transitions goals for work-related skills
- ESL goals as necessary

When, as the result of the IEP, it is agreed that the most appropriate placement in the least restrictive is not in CPATA, the parent must be in agreement with the decision. If the parent was in disagreement, we would work through this conflict since parents have the right to mandate what they want for their student. CPATA and LAUSD would guide them to agree to an alternative.

Step 4: IEP Review

If a student is receiving special education services, an IEP meeting is held at least once a year to determine how well the IEP is meeting their needs. In addition, every three years, the student is reassessed and their IEP reviewed as part of an overall comprehensive reevaluation of the student's progress, in accordance with the IDEA regulations. If a parent or teacher has concerns that the student's IEP is not being met, either the parent or teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year, by sending a written request to the school. Once the request is received, CPATA will hold the IEP meeting within thirty (30) days not counting school vacations greater than five (5) days. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment, which can be obtained at the school office. CPATA will obtain written permission from the parent/guardian before it reassesses the student.

SCOPE AND SEQUENCE

Curriculums are and will be based on the California State Frameworks and Academic Content Standards of California Public Schools. The specific standards students are expected to master by the end of their grade levels are listed below:

Language Arts

KINDERGARTEN

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students will know about letters, words, and sounds. They will apply this knowledge to read simple sentences.

Concepts About Print

1.1 Indentify 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 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 letter 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,;,j/)
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two or 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 orally to make words or syllables.
1.10 Identify and produce rhyming words in response to an oral prompt.
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
1.12 Track auditorily each word in a sentence and each syllable in a word.
1.13 Count the number of sounds in syllables and syllables in words.

Decoding and Word Recognition

1.14 Match all consonant and short-vowel sounds to appropriate letters.
1.15 Read simple one-syllable and high frequency words (i.e. sight words)
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)

Vocabulary and Concept Development

1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).

1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

Students will identify the basic facts and ideas in what they have read, heard, or viewed.

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.

3.0 Literary Response and Analysis

Students will listen to and respond to stories based on well-known characters, themes, plots, and settings.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Distinguish fantasy from realistic text.

3.2 I Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).

3.3 Identify characters, settings, and important events.

Writing

Students will write words and brief sentences that are legible.

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.

Written and Oral English Language Conventions

Students will write and speak with a command of Standard English conventions.

Sentence Structure

1.1 Recognize and use complete, coherent sentences when speaking.

Spelling

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students will listen and respond to oral communication. They will speak in clear and coherent sentences.

Comprehension

1.1 Understand and follow one- and two-step oral directions.

1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

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.

GRADE 1

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and work parts. They will apply this knowledge to achieve fluent oral and silent reading.

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., cat = */c/a/t/*; splat = */s/p/l/a/t/*;rich = */r/i/ch/*).

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 recognizable words.

1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*).

1.12 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.

1.13 Read compound words and contractions.

1.14 Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*).

1.15 Read common word families (e.g., *-ite, -ate*).

1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

2.0 Reading Comprehension

Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.

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.

3.0 Literary Response and Analysis

Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Narrative Analysis of Grade-Level-Appropriate Text

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.

3.2 Describe the roles of authors and illustrators and their contributions

3.3 Recollect, talk, and write about books read during the school year.

Writing

1.0 Writing Strategies

Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose.

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.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events and experiences. Student writing will demonstrate a command of standard American English and drafting, research, and organization strategies.

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Write and speak in complete, coherent sentences.

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 posses-sive pronouns (e.g., *my/mine, his/her, hers, your/s*) in writing and speaking.

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.

Capitalization

1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I.*

Spelling

1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

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.

2.0 Speaking Applications (Genres and Their Characteristics)

Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

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.

Student speaking will demonstrate a command of standard American English and organizational and delivery strategies.

GRADE 2

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.

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*).
1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.

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.

3.0. Literary Response and Analysis

Students will read and respond to a variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Compare and contrast plots, settings, and characters presented by different authors.

3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

3.3 Compare and contrast different versions of the same stories that reflect different cultures.

3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

Writing

1.0 Writing Strategies

Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.

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 Understand the purposes 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.

2.0 Writing Applications (Genres and Their Characteristics)

Students will write compositions that describe and explain familiar objects, events, and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies.

2.1 Write brief narratives based on their experiences:

a. Move through a logical sequence of events.

b. Describe the setting, characters, objects, and events in detail.

2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Distinguish between complete and incomplete sentences.

1.2 Recognize and use the correct word order in written sentences.

Grammar

1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

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.

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.

Spelling

1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why).*

1.8 Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

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.

2.0 Speaking Applications (Genres and Their Characteristics)

Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

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.

GRADE 3

Reading

1.0 Word Analysis, Fluency, Systematic Vocabulary Development

Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.

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.

2.0 Reading Comprehension

Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies, as needed.

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 information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

3.0 Literary Response and Analysis

Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Structural Features of Literature

3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

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.

Writing

1.0 Writing Strategies

Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.

Organization and Focus

1.1 Create a single paragraph:

a. Develop a topic sentence.

b. Include simple supporting facts and details.

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.

Research

1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision

1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

2.0 Writing Applications (Genres and Their Characteristics)

Students will write compositions that describe and explain familiar objects, events and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies.

2.1 Write narratives:

a. Provide a context within which an action takes place.
b. Include well-chosen details to develop the plot.
c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

2.3 Write personal and formal letters, thank-you notes, and invitations:

a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
b. Include the date, proper salutation, body, closing, and signature.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

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.

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.

Capitalization

1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

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.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Retell, paraphrase, and explain what has been said by a speaker.

1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.

1.3 Respond to questions with appropriate elaboration.

1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

Organization and Delivery of Oral Communication

1.5 Organize ideas chronologically or around major points of information.

1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea. 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

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.

Analysis and Evaluation of Oral and Media Communications

1.10 Compare ideas and points of view expressed in broadcast and print media.

1.11 Distinguish between the speaker's opinions and verifiable facts.

2.0 Speaking Applications (Genres and Their Characteristics)

Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

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.

GRADE 4

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.

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.

2.0 Reading Comprehension

Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.

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-Appropriate Text

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

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.

2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

2.5 Compare and contrast information on the same topic after reading several passages or articles.

2.6 Distinguish between cause and effect and between fact and opinion in expository text.

2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

3.0 Literary Response and Analysis

Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Structural Features of Literature

3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

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.

Writing

1.0 Writing Strategies

Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.

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 indention.

1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

Penmanship

1.4 Write fluidly and legibly in cursive or joined italic.

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 information) as an aid to writing.

1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Evaluation and Revision

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies.

2.1 Write narratives:

a. Relate ideas, observations, or recollections of an event or experience.
b. Provide a context to enable the reader to imagine the world of the event or experience.
c. Use concrete sensory details.
d. Provide insight into why the selected event or experience is memorable.

2.2 Write responses to literature:

a. Demonstrate an understanding of the literary work.
b. Support judgments through references to both the text and prior knowledge.

2.3 Write information reports:

a. Frame a central question about an issue or situation.
b. Include facts and details for focus.
c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Students will write and speak with a command of Standard English conventions appropriate to this grade level.

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.

Grammar

1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

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.

Capitalization

1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Spelling

1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.

1.4 Give precise directions and instructions.

Organization and Delivery of Oral Communication

1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).

1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts. 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.

1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

Analysis and Evaluation of Oral Media Communication

1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

2.0 Speaking Applications (Genres and Their Characteristics)

Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

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 articles and books that contain the main ideas of the event or article and the most significant details.

2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

GRADE 5

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students will 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 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.

2.0 Reading Comprehension (Focus on Informational Materials)

Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Structural Features of Informational Materials

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, charts, maps) make information accessible and usable.

2.2 Analyze text that is organized in sequential or chronological order.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Expository Critique

2.5 Distinguish facts, supported inferences, and opinions in text.

3.0 Literary Response and Analysis

Students will read and respond to historically or culturally significant works of literature. They will begin to find ways to clarify the ideas and make connections between literary works.

Structural Features of Literature

3.1 Identify and analyze the characteristics of poetry, drama, fiction, explain the appropriateness of the literary forms chosen by an author for a specific purpose.

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.

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.

Writing

1.0 Writing Strategies

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

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.

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, a thesaurus, spell checks).

1.5 Use a thesaurus to identify alternative word choices and meanings.

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.

2.0 Writing Applications (Genres and Their Characteristics)

Students will write narrative, expository, persuasive, and descriptive texts of at least 500-700 words in each genre. Student writing will demonstrate a command of standard American English and research, organizational and drafting strategies.

2.1 Write narratives:
- a. Establish a plot, point of view, setting, and conflict.
- b. Show, rather than tell, the events of the story.

2.2 Write responses to literature:
- a. Demonstrate an understanding of a literary work.
- b. Support judgments through references to the text and to prior knowledge.
- c. Develop interpretations that exhibit careful reading and understanding.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
- a. Frame questions that direct the investigation.
- b. Establish a controlling idea or topic.
- c. Develop the topic with simple facts, details, examples, and explanations.

2.4 Write persuasive letters or compositions:
- a. State a clear position in support of a proposal.
- b. Support a position with relevant evidence.
- c. Follow a simple organizational pattern.
- d. Address reader concerns.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Grammar

1.2 Identify and correctly use verbs that are often misused (e.g., *lie/lay, sit/set, rise/raise*), modifiers, and pronouns.

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.

Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.

Comprehension

1.1 Ask questions that seek information not already discussed.

1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. 1.3 Make inferences or draw conclusions based on an oral report.

Organization and Delivery of Oral Communication

1.4 Select a focus, organizational structure, and point of view for an oral presentation.

1.5 Clarify and support spoken ideas with evidence and examples.

1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Analysis and Evaluation of Oral and Media Communications

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.

1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

2.0 Speaking Applications (Genres and Their Characteristics)

Students will deliver well-organized formal presentations employing traditional rhetorical strategies. Student speaking will demonstrate a command of standard American English and organizational and delivery strategies.

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.
b. Articulate an understanding of several ideas or images communicated by the literary work.
c. Use examples or textual evidence from the work to support conclusions.

GRADE 6

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge and 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*).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level appropriate level material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structures, organization, and purpose.

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 l ibrary 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.

3.0 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.

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

1.0 Writing Strategies

Students write clear, coherent and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal instructions, 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.

2.0 Writing Applications (Genres and Their Characteristics)

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.

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

1.0 Written and Oral English Language Conventions

Students write and speak with a command of English conventions appropriate to this grade level.

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

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.

Punctuation

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.

Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there*).

Listening

1.0 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.

Comprehension

1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).

1.2 Identify the tone, mood, and emotion conveyed in the oral communication.

1.3 Restate and execute multiple-step oral instructions and directions.

Organization and Delivery of Oral Communication

1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.

1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

2.0 Speaking Applications (Genres and Their Characteristics)

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 organizational and delivery strategies.

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).

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).

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.

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 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.

Mathematics

KINDERGARTEN

By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will count, compare, describe and sort objects, and develop a sense of properties and patterns.

Number Sense

1.0 Students will understand the relationship between numbers and quantities.

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.

1.2 Count, recognize, represent, name, and order a number of objects (up to 30).

1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

2.0 Students understand and describe simple additions and subtractions:

2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:

3.1 Recognize when an estimate is reasonable.

Algebra and Functions

1.0 Students sort and classify objects:

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).

Measurement and Geometry

1.0 Students will understand the concept of time and units to measure it; they will understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:

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).

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).

1.3 Name the days of the week.

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).

2.0 Students will identify common objects in their environment and describe the geometric features.

2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).

2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

Statistics, Data Analysis, and Probability

1.0 Students will collect information about objects and events in their environments.

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.

Mathematical Reasoning

1.0 Students will make decisions about how to set up a problem.

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

2.0 Students will solve problems 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.

GRADE 1

By the end of grade one, students will understand and use the concept of ones and tens in the place value number system. Students will add and subtract sums to twenty with ease. They will measure with simple units and locate objects in space. They will describe data and analyze and solve simple problems.

Number Sense

1.0 Students will understand and use numbers up to 100.

1.1 Count, read, and write whole numbers to 100.

1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).

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).

1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).

1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.

2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

2.2 Use the inverse relationship between addition and subtraction to solve problems.

2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.

2.4 Count by 2s, 5s, and 10s to 100.

2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).

2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 + 58 = __).

2.7 Find the sum of three one-digit numbers.

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:

3.1 Make reasonable estimates when comparing larger or smaller numbers.

Algebra and Functions

1.0 Students will use number sentences with operational symbols and expressions to solve problems.

1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

1.2 Understand the meaning of the symbols +, -, =.

1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

Measurement and Geometry

1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:

1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:

2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.

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.

2.3 Give and follow directions about location.

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

Statistics, Data Analysis, and Probability

1.0 Students will 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).

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Students solve problems 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.

GRADE 2

By the end of grade two, students will understand place value and number relationships, in addition and subtraction and they will use simple concepts of multiplication. They will

measure quantities with appropriate units. They will classify shapes and see relationships among them by paying attention to their geometric attributes. They will collect and analyze data and verify the answers.

Number Sense

1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.

1.2 Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000).

1.3 Order and compare whole numbers to 1,000 by using the symbols <, =, >.

2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:

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.

2.2 Find the sum or difference of two whole numbers up to three digits long.

2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.

3.0 Students model and solve simple problems involving multiplication and division:

3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.

3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

3.3 Know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and commit them to memory.

4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

4.1 Recognize, name, and compare unit fractions from $^{1}/_{12}$ to $^{1}/_{2}$.

4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:

5.1 Solve problems using combinations of coins and bills.

5.2 Know and use the decimal notation and the dollar and cent symbols for money.

6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:

6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).

Algebra and Functions

1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:

1.1 Use the commutative and associative rules to simplify mental calculations and to check results.

1.2 Relate problem situations to number sentences involving addition and subtraction.

1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

2.0 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:

1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.

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.

1.3 Measure the length of an object to the nearest inch and/or centimeter.

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).

1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).

3.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:

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.

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).

Statistics, Data Analysis, and Probability

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 growand 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.

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Students solve problems and justify their reasoning:

2.1 Defend the reasoning used and justify the procedures selected.

2.2 Make precise calculations and check the validity of the results in the context of the problem.

3.0 Students note connections between one problem and another.

GRADE 3

By the end of grade three, students will deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students will estimate, measure, and describe objects in space. They will use patterns to help solve problems. They will represent number relationships and conduct simple probability experiments.

Number Sense

1.0 Students understand the place value of whole numbers:

1.1 Count, read, and write whole numbers to 10,000.

1.2 Compare and order whole numbers to 10,000.

1.3 Identify the place value for each digit in numbers to 10,000.

1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.

1.5 Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

2.1 Find the sum or difference of two whole numbers between 0 and 10,000.

2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.

2.3 Use the inverse relationship of multiplication and division to compute and check results.

2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 × 3 = __).

2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = __).
2.6 Understand the special properties of 0 and 1 in multiplication and division.
2.7 Determine the unit cost when given the total cost and number of units.
2.8 Solve problems that require two or more of the skills mentioned above.

3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:

3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $^{1}/_{2}$ of a pizza is the same amount as $^{2}/_{4}$ of another pizza that is the same size; show that $^{3}/_{8}$ is larger than $^{1}/_{4}$).

3.2 Add and subtract simple fractions (e.g., determine that $^{1}/_{8} + {}^{3}/_{8}$ is the same as $^{1}/_{2}$).

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.

3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $^{1}/_{2}$ of a dollar, 75 cents is $^{3}/_{4}$ of a dollar).

Algebra and Functions

1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:

1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
1.2 Solve problems involving numeric equations or inequalities.
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?).
1.4 Express simple unit conversions in symbolic form (e.g., __ inches = __ feet × 12).
1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if 5 × 7 = 35, then what is 7 × 5? and if 5 × 7 × 3 = 105, then what is 7 × 3 × 5?).

2.0 Students represent simple functional relationships:

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).

2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).

Measurement and Geometry

1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:

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.

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.

1.3 Find the perimeter of a polygon with integer sides.

1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:

2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).

2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).

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).

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.

2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).

2.6 Identify common solid objects that are the components needed to make a more complex solid object.

GRADE 4

By the end of grade four, students will understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They will describe and compare simple fractions and decimals. They will understand the properties of, and the relationships between plane geometric figures. They will collect, represent, and analyze data to answer questions.

Number Sense

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:

1.1 Read and write whole numbers in the millions.

1.2 Order and compare whole numbers and decimals to two decimal places.

1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.

1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.

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).

1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $^{1}/2 = 0.5$ or .50; $^{7}/4 = 1\ ^{3}/4 = 1.75$).

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.

1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in “owing”).

1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.

2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:

2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.

2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.

3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:

3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.

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-digit number; use relationships between them to simplify computations and to check results.

3.3 Solve problems involving multiplication of multidigit numbers by two-digit numbers.

3.4 Solve problems involving division of multidigit numbers by one-digit numbers.

4.0 Students know how to factor small whole numbers:

4.1 Understand that many whole numbers break down in different ways (e.g., 12 = 4 × 3 = 2 × 6 = 2 × 2 × 3).

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.

Algebra and Functions

1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:

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).

1.2 Interpret and evaluate mathematical expressions that now use parentheses.

1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.

1.4 Use and interpret formulas (e.g., area = length × width or $A = lw$) to answer questions about quantities and their relationships.

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.

2.0 Students know how to manipulate equations:

2.1 Know and understand that equals added to equals are equal.

2.2 Know and understand that equals multiplied by equals are equal.

Measurement and Geometry

1.0 Students understand perimeter and area:

1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm^2), square meter (m^2), square kilometer (km^2), square inch (in^2), square yard (yd^2), or square mile (mi^2).

1.2 Recognize that rectangles that have the same area can have different perimeters.

1.3 Understand that rectangles that have the same perimeter can have different areas.

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.

2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:

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).

2.2 Understand that the length of a horizontal line segment equals the difference of the *x*-coordinates.

2.3 Understand that the length of a vertical line segment equals the difference of the *y*-coordinates.

3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:

3.1 Identify lines that are parallel and perpendicular.

3.2 Identify the radius and dCPATAeter of a circle.

3.3 Identify congruent figures.

3.4 Identify figures that have bilateral and rotational symmetry.

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 $^{1}/4$, $^{1}/2$, $^{3}/4$, and full turns.

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.

3.7 Know the definitions of 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).

Statistics, Data Analysis, and Probability

1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:

1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.

1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.

1.3 Interpret one- and two-variable data graphs to answer questions about a situation.

2.0 Students make predictions for simple probability situations:

2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).

2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; $^{3}/4$).

Mathematical Reasoning

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 the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.6 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and apply them in other circumstances.

GRADE 5

By the end of grade five, students will increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They will know and use common measuring units to determine length and area. They will know and use formulas to determine the volume of simple geometric figures. Students will know the concept of angle measurement and use a protractor and compass to solve problems. They will use grids, tables, graphs, and charts to record and analyze data.

Number Sense

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:

1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.

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.

1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.

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., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).

1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.

2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:

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.

2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.

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.

2.4 Understand the concept of multiplication and division of fractions.

2.5 Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.

Algebra and Functions

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:

1.1 Use information taken from a graph or equation to answer questions about a problem situation.

1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.

1.3 Know and use the distributive property in equations and expressions with variables.

1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane.

1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

Measurement and Geometry

1.0 Students understand and compute the volumes and areas of simple objects:

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).

1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.

1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm^3], cubic meter [m^3], cubic inch [in^3], cubic yard [yd^3]) to compute the volume of rectangular solids.

1.4 Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume).

2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:

2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).

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.

2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

Statistics, Data Analysis, and Probability

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:

1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.

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.

1.3 Use fractions and percentages to compare data sets of different sizes.

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.

1.5 Know how to write ordered pairs correctly; for example, (*x*, *y*).

Mathematical Reasoning

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 the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

2.6 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and apply them in other circumstances.

GRADE 6

By the end of grade six, students will have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling process for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about % and the formula for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Number Sense

1.0 Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:

1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.

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*).

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.

1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.

2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:

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.

2.2 Explain the meaning of multiplication and division of positive fractions and per$_{8\div}$ 15$_{8\times}$ 16 form the calculations (e.g., ^{5}/ /16 = ^{5}/ /15 = ^{2}/3).

2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concretesituations that use positive and negative integers and combinations of these operations.

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).

Algebra and Functions

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:

1.1 Write and solve one-step linear equations in one variable.

1.2 Write and evaluate an algebraic expression for a given situation, using up to three variables.

1.3 Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.

1.4 Solve problems manually by using the correct order of operations or by using a scientific calculator.

2.0 Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:

2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to 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., $P = 2w + 2l$, $A = /2\ bh$, $C = \pi\ d$—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

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 × 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

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

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.

1.3 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 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
2.4 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
2.5 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
2.6 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.7 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students move beyond a particular problem by generalizing to other situations:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
3.3 Develop generalizations of the results obtained and the strategies used and apply them in new problem situations.

Science

Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the biological and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying. All students will be exposed to earth, life, and physical sciences in a curriculum that is based on the State Framework and State Standards. (Please refer to these documents for the specific science standards.) All students, including ELL, Gifted, and Special Education will have access to the science core curriculum, with modifications to meet their individual needs.

State Standards aligned textbooks, supplementary materials, and multimedia resources are being purchased as District and State funding becomes available. They will be utilized to teach the curriculum.

Students will work in cooperative groups, using hands-on materials to reinforce their understanding of scientific concepts. The arts will be integrated into the science curriculum as much as possible. Follow-up activities will include making graphs, charts, or drawings to show their findings.

KINDERGARTEN

Physical Sciences

1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:

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).

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. c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

Life Sciences

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).

Earth Sciences

3. Earth is composed of land, air, and water. As a basis for understanding this concept:

a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.

b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Investigation and Experimentation

4. 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:

a. Observe common objects by using the five senses.

b. Describe the properties of common objects.

c. Describe the relative position of objects by using one reference (e.g., above or below).

d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).

e. Communicate observations orally and through drawings.

GRADE ONE

Physical Sciences

1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:

a. Students know solids, liquids, and gases have different properties.

b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.

Life Sciences

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.

Earth Sciences

3. Weather can be observed, measured, and described. As a basis for understanding this concept:

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.

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.

c. Students know the sun warms the land, air, and water.

Investigation and Experimentation

4. 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:

a. Draw pictures that portray some features of the thing being described.

b. Record observations and data with pictures, numbers, or written statements.

c. Record observations on a bar graph.

d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).

e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

GRADE TWO

Physical Sciences

1. The motion of objects can be observed and measured. As a basis for understanding this concept:

a. Students know the position of an object can be described by locating it in relation to another object or to the background.

b. Students know an object's motion can be described by recording the change in position of the object over time.

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.

d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move.

e. Students know objects fall to the ground unless something holds them up.

f. Students know magnets can be used to make some objects move without being touched.

g. Students know sound is made by vibrating objects and can be described by its pitch and volume.

Life Sciences

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.

Investigation and Experimentation

4. 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:

a. Make predictions based on observed patterns and not random guessing.

b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.

Earth Sciences

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

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.

b. Students know smaller rocks come from the breakage and weathering of larger rocks.

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.

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.

e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

GRADE THREE

Physical Sciences

1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

a. Students know energy comes from the Sun to Earth in the form of light.

b. Students know sources of stored energy take many forms, such as food, fuel, and batteries. c. Students know machines and living things convert stored energy to motion and heat.

d. Students 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. Students know matter has three forms: solid, liquid, and gas.

f. Students know evaporation and melting are changes that occur when the objects are heated. g. Students 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. Students know all matter is made of small particles called atoms, too small to see with the naked eye.

i. Students 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.

2. Light has a source and travels in a direction. As a basis for understanding this concept:

Students know sunlight can be blocked to create shadows.

Students know light is reflected from mirrors and other surfaces.

Students know the color of light striking an object affects the way the object is seen.

Students know an object is seen when light traveling from the object enters the eye.

Life Sciences

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

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.

d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

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.

Earth Sciences

4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:

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.

b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.

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.

d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.

e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.

Investigation and Experimentation

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. Students will:

a. 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.

b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.

c. Use numerical data in describing and comparing objects, events, and measurements.

d. Predict the outcome of a simple investigation and compare the result with the prediction.

e. Collect data in an investigation and analyze those data to develop a logical conclusion.

GRADE FOUR

Physical Sciences

1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:

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.

Life Sciences

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

a. Students know plants are the primary source of matter and energy entering most food chains.

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.

c. Students know decomposers; including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

a. Students know ecosystems can be characterized by their living and nonliving components.

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.

c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

d. Students know that most microorganisms do not cause disease and that many are beneficial.

Earth Sciences

4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:

a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).

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.

5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:

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.

b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.

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).

Investigation and Experimentation

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. Students will:

a. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.

b. Measure and estimate the weight, length, or volume of objects.

c. Formulate and justify predictions based on cause-and-effect relationships.

d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.

e. Construct and interpret graphs from measurements.

f. Follow a set of written instructions for a scientific investigation.

GRADE FIVE

Physical Sciences

1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:

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 (C_6HO_6), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2).

h. Students know living organisms and most materials are composed of just a few elements.

i. Students know the common properties of salts, such as sodium chloride (NaCl).

Life Sciences

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:

a. Students know many multicellular organisms have specialized structures to support the transport of materials.

b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO_2) and oxygen (O_2) are exchanged in the lungs and tissues.

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.

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.

e. Students know how sugar, water, and minerals are transported in a vascular plant.

f. Students know plants use carbon dioxide (CO_2) and energy from sunlight to build molecules of sugar and release oxygen.

g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO) and water (respiration).

Earth Sciences

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.

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.

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.

d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

e. Students know the origin of the water used by their local communities.

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:

a. Students know uneven heating of Earth causes air movements (convection currents).

b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.

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.

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.

5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

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.

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.

c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

Investigation and Experimentation

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. Students will:

a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.

b. Develop a testable question.

c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.

d. Identify the dependent and controlled variables in an investigation.

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.

f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.

g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.

h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

GRADE SIX

Focus on Earth Sciences

Plate Tectonics and Earth's Structure

1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:

a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.

b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.

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.

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.

e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.

f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.

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.

Shaping Earth's Surface

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:

a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.

b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.

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.

d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Heat (Thermal Energy) (Physical Sciences)

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:

a. 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.

b. Students know that when fuel is consumed, most of the energy released becomes heat energy.

c. 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).

d. 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:

a. 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.

b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.

c. Students know heat from Earth's interior reaches the surface primarily through convection.

d. Students know convection currents distribute heat in the atmosphere and oceans.

e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Sciences)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

a. 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.

b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.

c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

d. Students know different kinds of organisms may play similar ecological roles in similar biomes.

e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.

b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

c. Students know the natural origin of the materials used to make common objects.

Investigation and Experimentation

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:

a. Develop a hypothesis.

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.

c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

d. Communicate the steps and results from an investigation in written reports and oral presentations.

e. Recognize whether evidence is consistent with a proposed explanation.

f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.

g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).

h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

History/Social Science

A full, balanced, integrated, literature-enriched history-social science curriculum will draw upon students' experiences and incorporate goals that promote (1) knowledge and cultural understanding, (2) democratic principles and civic values, and (3) academic and social skills necessary for effective participation in diverse societies. This curriculum will be aligned with the State Framework.

The teaching of history will be integrated with the humanities and the other social sciences. Activities and lessons will be correlated with language arts, sciences, and visual and performing arts curricula.

Students in all grades will study history and social sciences through an integrated curriculum. This includes language arts (creative writing, factual reports, critical analysis); science (adaptation, survival, utilization of the environment); art (many hands-on projects, artistic rendering, 3-dimensional projects); music (cultural and ethnic aspects which are incorporated through); and math (graphs, life experiences problem-solving, time lines, measuring for cooking).

Teachers will build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students including English Language Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers will facilitate the exploration of values critical to understanding the democratic process. The use of technology will be an integral component of this subject.

KINDERGARTEN

Learning and Working Now and Long Ago

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1 Students understand that being a good citizen involves acting in certain ways.

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.

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.

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.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. 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.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

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).
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. 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).

GRADE ONE

A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

1.1 Students describe the rights and individual responsibilities of citizenship.

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."

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.

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, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

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.

1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
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.

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.

1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and 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.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

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.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home

GRADE TWO

People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

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).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

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, scale, and date.

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.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.3 Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
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.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

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).

GRADE THREE

Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

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).

2. 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).

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 established Indians of the region.

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.

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.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

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 public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.

5. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.

6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

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.

GRADE FOUR

California: A Changing State

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

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.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

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.

5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.

7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.

8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).
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.

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.

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 came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).
4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
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.
7. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
8. Describe the history and development of California's public education system, including universities and community colleges.
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, Dorothea Lange, John Wayne).

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

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).

United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

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.

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 Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).

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.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

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., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah.

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
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.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
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.
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, and John Adams).

5.6 Students understand the course and consequences of the American Revolution.

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.
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, the Marquis Marie Joseph de Lafayette, Tadeusz Ko´sciuszko, Baron Friedrich Wilhelm von Steuben).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phyllis 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.

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.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

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 WillCPATA 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.

5.9 Students know the location of the current 50 states and the names of their capitals.

GRADE SIX

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

The curriculum will be aligned with the Visual and Performing Arts Content Standards which details what students need to learn and be able to accomplish in the arts and the Visual and Performing Arts Framework for California Public Schools which is designed to help classroom teachers and other educators develop curriculum and instruction in the arts. The arts will include dance, drama/theater, music and visual arts. Even though our educational program will not teach the arts as a core subject until the sixth grade, we want the teachers to know and understand the standards in the four arts areas. The arts will be integrated into the core curriculum on a daily basis. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff and specialty teachers. In addition, the students will be exposed to both music and visual art at least once a week. If however, the student wishes to expand more in the arts, there will be specialty teachers offering various arts classes in the after-school program and Saturday Enrichment Program. The daily schedule for each core subject has been expanded to offer more time for the integration of the arts into the curriculum. In each of these areas, the instructor will develop lessons based upon the California Content Standards at each

grade level. In art and music, the instruction will be organized to target the strands of: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications.

Technology

Effective technology integration is achieved when its use supports curricular goals. It must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Technology will help students acquire skills they need to survive in a complex highly technological knowledge-based economy.

CPATA's goal is to educate our students to participate fully in the new information age. To this end, we are committed to provide a learning environment that promotes logical thinking, curiosity, worldwide awareness and self-directed, independent learning. We believe that this new approach to learning is dynamic in a framework with the content free flowing and always changing. This new approach needs to begin at the earliest age so that students feel in command of this type of learning. Teachers need to be trained to use the myriad of information available on the Internet and World Wide Web to develop activities that will enrich the standard curriculum. Teachers will model information processing using the most current tools. Our goal is to achieve the effective integration of technology into instruction.

Because excelling in technology is an essential skill in today's global society, beginning in kindergarten students will begin developing their technological skills. CPATA's technology goals include:

PowerPoint presentations,
Word documents,
Typing, and other skills that will complement the core content instruction.
Providing each classroom with at least ten multi-media computers.
Establishing reading and math software programs in our media center.
Providing digital cameras.

Technology in the Arts

New media and electronic technology extend the horizons of the arts in directions not yet imagined. In all disciplines artists have traditionally used and combined technologies to create and express ideas. The use of electronic media (digital video, animation, and photo software) in conjunction with the use of traditional media (paper, paints, classroom tools) expands the boundaries of space and time. For today's artists new media are altering the direction and escalating the pace of exploration within and between arts disciplines. They have easy access to vast amounts of artistic media, materials, processes, and information about historical and contemporary artists. Through technological advances the means for

creating, displaying, duplicating, enhancing, and communicating aesthetic ideas are provided to artists.

The development of a solid foundation in an arts discipline brings depth to the mixing of technology and art so that students can be bold and innovative in discovering themselves and the world around them. As equipment becomes more accessible, students have the opportunity to use technology to enhance their artistic skills and create more professional productions and performances. They can use technology to produce animation, analyze works of art, create graphic designs, design sets, develop choreography, computerize stage lighting and scenery, and compose, edit, mix, practice, and sequence music.

New media and electronic technology can be incorporated into lessons, presentations, and explorations in each of the arts disciplines and utilized to connect the arts with other curriculum areas. For example, videos of significant moments in world history or monologues based on important speeches produced in theatre classes can be shared in history–social science classes. Creating works through electronic technology requires a variety of life skills, such as planning and preparing, managing time, meeting deadlines, collaborating, and resolving conflicts.

Below find examples of technology and the arts in classroom across California:

- ☐ Kindergarten students use electronic media as a tool and a delivery system by taking digital photos of works of art and downloading them into a digital slideshow for an electronic gallery. The slideshow itself may become a work of art.
- ☐ Digital photos of a third grade mural project are uploaded to a school web site and shared with the community and relatives across the country.
- ☐ Fourth graders create individual dance videos with the digital camera and short videos to share with other students.
- ☐ Middle school students create three-dimensional figures, using animation software and blueprint design to create clay sculptures

  Source:(*Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve, 2004)*

KINDERGARTEN-5

Physical Education Standards

Movement Skills and Movement Knowledge

Standard 1: The student will be competent in many movement activities.

Standard 2: The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Standard 3: The student will achieve and maintain a health-enhancing level of physical fitness. Self-image and Personal Development

Standard 4: The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Self-image and Personal Development

Standard 5: The student will demonstrate responsible personal behavior while participating in movement activities. Social Development

Standard 6: The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

Standard 7:

The student will understand the interrelationship between history and culture and games, sports, play, and dance.

K-6

Health

Overarching Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health related behaviors and for selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale: Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale: Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to

manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.
Rationale: Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of
personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.
Rationale: The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.
Rationale: Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use
knowledge and skills to manage health and reduce risk-taking behaviors.

Standard 8: Health Promotion **All students will demonstrate the ability to promote and support personal, family, and community health.**

Rationale: Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Grade-Level Recommendations and Content Areas

The health education standards are organized into six health content areas:
Nutrition and Physical Activity
Growth, Development, and Sexual Health
Injury Prevention and Safety
Alcohol, Tobacco, and Other Drugs
Mental, Emotional, and Social Health
Personal and Community Health

End of Scope and Sequence

Element 2 – Measurable Student Outcomes *"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program." Ed. Code § 47605 (b)(5)(B)*

The targets outlined below are consistent with NCLB's mission of ensuring that all students are being adequately served, and as such are in compliance with the federal law. CPATA intends to have its students meet or exceed NCLB's standards, as reported in achievement measures consistent with the California Standards Test and other statewide assessment tools. Assessments will measure the extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as in the goals. The school's goals and targets may be adjusted if the state's goals and targets are adjusted. Each year, CPATA will use data from standardized tests to ensure accountability for the teachers, the grade levels, the administration, and the staff overall, as well as to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of the school's program.

No Child Left Behind sets the Annual Yearly Progress (AYP) Annual Measurable Objectives (AMO) each year until 2015-2016 when the AYP AMO is 100% of students will score Proficient or Advanced in ELA and Mathematics. The ultimate goal of CPATA is for all students to master California content standards and score Proficient or Advanced on the CST in English-Language Arts (ELA) and Mathematics. CPATA will seek to build students' mastery every year, move students to higher performance band levels and increase the percentage of students scoring Proficient or Advanced. Below are incremental goals building to the overall goal of all students scoring Proficient or Advanced in ELA and Mathematics on the CST in order to prepare students to have the knowledge and skills to realize the school's mission.

GOAL 1: **CPATA students will demonstrate a substantial level of competency in all core academic content areas.**

- Students will demonstrate proficiency in English reading and writing.

Measures: In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among CPATA students on the CST will average 5 percentiles per year until the average percentile score reaches 75 by year 2014.

- Students will demonstrate proficiency in skills and content knowledge in mathematics.

Measures: In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among CPATA students on the CST will average 5 percentiles per year until the average percentile score reaches 75 by year 2014.

- Students will demonstrate proficiency in skills and content knowledge in science.

Measures: In a cohort analysis of longitudinal growth, the average increase of percentiles per grade level cohort among CPATA students on the CST will average 5 percentiles per year until the average percentile score reaches 75 by year 2014.

- Students will demonstrate proficiency in skills and content knowledge in social studies.

Measure: 75% of all students on each grade level will score 80% or higher overall on History-Social Science standards assessments, such as quizzes, end of the unit assessments, quarterly assessments and the end of the year assessments.

- English Language Learners will progress academically in the school.

Measure: At least 75% of English Language Learners will increase by at least one ELD level as demonstrated by CELDT scores, redesignation data, and teacher assessments.

- Grades students will increase score on Writing Test

Measure: 75% of **4th** grade students will score a 6 or higher on the California Writing Standards Test.

- Receive an adequate grade on art projects

Measure: 85% of students will receive a "C" or better on all core subject art projects.

- Students will be technology proficient

All CPATA students will maintain a digital portfolio that must be deemed satisfactory with a grade of "C" or better.

GOAL 2: **CPATA students will demonstrate media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize and analyze a variety of information).**

GOAL 3: **CPATA students will demonstrate excellent communication and higher order, critical thinking skills.**

GOAL 4: **CPATA students will demonstrate initiative and self-direction in guiding their own life-long learning.**

GOAL 5: **CPATA students will demonstrate a commitment to integrity, social responsibility and an understanding of the context of the world in which they live.**

GOAL 6: **CPATA students will demonstrate strong leadership skills and team-building capacity.**

Timeline for Assessment of Pupil Outcomes

Prior to the start of the school year, we will conduct a diagnostic assessment of each student using age and grade appropriate standardized assessment tools. The results from such diagnostics will allow us to have a clear picture of current student mastery, and inform student academic action plans and overall grade curriculum. These diagnostics will also allow a benchmark against which all future academic growth can be measured.

For all grades we will administer the state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to the Education Code 60602.5. The California Standards Test (CST) in English Language Arts and Mathematics will be administered to students in grades two through eight in the spring of each year to measure annual progress in meeting AYP goals (CST testing is not available for kindergarten and first grade). As a K-6 school we will not be administering the CAHSEE.

School Accountability Plan

The Board will approve a school accountability plan that sets goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The school accountability plan will also take into account No Child Left Behind accountability standards. The Board will work closely with the Principal and the specialists to ensure that students are making progress toward all goals and will hold the Principal accountable for student achievement.

The Principal, the specialists and teachers will select effective curricula, materials, and instructional strategies. This process will use student achievement results and research-proven best practices as the basis for changes in the school's educational program. We may modify academic outcome goals annually based on changes to State and/or Federal accountability goals. Such changes will be approved by the Schools' Board. All stakeholders will be notified of accountability measures and performance through newsletters, the school website, and Annual Report.

(API, AYP, CST, Additional Indicators)

GOAL 1: CPATA students will demonstrate a substantial level of competency in all core academic content areas.

OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE	REPORTING
CPATA's API will meet or exceed the average API of Similar Schools.	API	Each year in August/September	SARC, annual performance report to LAUSD
CPATA will meet or exceed a Base API of 680 in its first year. In the subsequent years, CPATA will meet growth targets set by CDE until an API of 800 is reached.	API	Each year in August/September	SARC, annual performance report to LAUSD
CPATA will meet AYP measures required by NCLB.	AYP	Each year in August /September	CDE, SARC, annual performance report to LAUSD
By 2014, 75% CPATA students will score Proficient or Advanced in English-Language Arts (ELA) on the California Standards Test (CST).	CST	Each year in August/September	SARC, annual performance report to LAUSD
By 2014, 75% students will score Proficient or Advanced in Mathematics on the California Standards Test (CST).	CST	Each year in August/September	SARC, annual performance report to LAUSD
75% of **4th** grade students will score a 6 or higher on the California Writing Standards Test.	CST	Each year in August/September	SARC, annual performance report to LAUSD

85% of students will receive a “C” or better on all core subject art projects.	Parent Conference/ Report Card	4 times per school year	School Data Management System
Each of the first five years, CPATA will have an increasing percent of students score at Proficient and above in Science and Social Studies on the STAR by the end of 6th grade, if they have been continuously enrolled at CPATA since the 2nd grade.	STAR CST for Science and History	Each year in August /September	CBEDs, SARC, annual performance report to LAUSD, school’s assessment management system
All CPATA students will show consistent progress on in-house benchmarks or else participate in interventions until such progress is achieved.	In-house benchmarks	At least monthly	School’s assessment management system
At least 75% of English Learners will progress by a minimum of one level overall on the CELDT per year.	CELDT	Each year in February	CBEDs, SARC, annual performance report to LAUSD, school’s assessment management system
Special education-designated students will make progress toward the learning goals as outlined in their IEP or Individualized Education Plans.	IEP	IEP Goals Annually per the IEP schedule	CBEDs, SARC, annual performance report to LAUSD, school’s assessment management system

At least 75% of students in each grade will make progress towards mastering the California Standards for Math.	**Real-Time Informal Assessments:** Individualized student response systems and adaptive testing software	Some Daily, Some Weekly	School Data Management System
	Traditional Classroom Assessments: Teacher made quizzes, essays, projects and presentations.	Some Weekly, Some Monthly	School Data Management System
	Formal Interim Assessments: Common standards-based formative assessments, aligned to curriculum.	Quarterly	School Data Management System
	Exams/ Summative Assessments: Common standards-based summative assessment.	Given as needed	School Data Management System

At least 75% of students in each grade will make progress towards mastering the California Standards for Social Studies	**Real-Time Informal Assessments:** Individualized student response systems and adaptive testing software	Some Daily, Some Weekly	School Data Management System
	Traditional Classroom Assessments: Teacher made quizzes, essays, projects and presentations.	Some Weekly, Some Monthly	School Data Management System
	Formal Interim Assessments: Common standards-based formative assessments, aligned to curriculum.	Quarterly	School Data Management System
	Exams/ Summative Assessments: Common standards-based summative assessment.	Given as needed	School Data Management System

At least 75% of students in each grade will make progress toward mastering the California Standards for English.	**Real-Time Informal Assessments:** Individualized student response systems and adaptive testing software	Some Daily, Some Weekly	School Data Management System
	Traditional Classroom Assessments: Teacher made quizzes, essays, projects and presentations.	Some Weekly, Some Monthly	School Data Management System
	Formal Interim Assessments: Common standards-based formative assessments, aligned to curriculum.	Quarterly	School Data Management System
	Exams/ Summative Assessments: Common standards-based summative assessment.	End of Each Term	School Data Management System

At least 75% of students in will make progress toward mastering the California Standards for Science.	**Real-Time Informal Assessments:** Individualized student response systems and adaptive testing software	Some Daily, Some Weekly	School Data Management System
	Traditional Classroom Assessments: Teacher made quizzes, essays, projects and presentations.	Some Weekly, Some Monthly	School Data Management System
	Formal Interim Assessments: Common standards-based formative assessments, aligned to curriculum.	Quarterly	School Data Management System
	Exams/ Summative Assessments: Common standards-based summative assessment.	Given as needed	School Data Management System

GOAL 2: CPATA students will demonstrate media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize and analyze a variety of information) and show proficiency in art projects.

OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE	REPORTING
All CPATA students will demonstrate technology competency after in-class computer training	Technology competence determined by grade-level teachers	By the Winter Holiday	Teacher, the Specialists, school's assessment and management system

All CPATA students will maintain a digital portfolio that must be deemed satisfactory with a grade of 3 or better.	Digital Portfolio	By the end of school year	Teachers, Art Specialist, school's assessment and management system
All CPATA student's will maintain a 3 or better on all art projects or a 3 or better on a 5 point rubric	Art Projects	As required	Teachers, Arts Specialist, assessment and grades
At least one project must be technology related.	Rubric	Twice yearly (every semester)	Teachers, Arts Specialist, school's assessment, management system

GOAL 3: CPATA students will demonstrate excellent communication and higher order, critical thinking skills.

OUTCOMES	**ASSESSMENT MEASURE**	**MONITORING TIMELINE**	**REPORTING**
All students must receive a grade of "3" or better on the portfolio presentation.	Portfolio Presentation	By the end of school year	Teachers, Arts Specialist, school's assessment management system
All students will succeed in receiving a "3" or better on content-specific assessments demonstrating excellent communication and higher order, critical thinking skills.	Course specific formative and summative assessments (such as a persuasive essay for an English class)	Ongoing and at least once a semester	Teachers, school's assessment management system
All students will present art project in their classroom that relates to a core subject area.	Rubric or standard 1-5 grading	Once a semester	Teacher, Arts Specialist, school assessment management system

GOAL 4: CPATA students will demonstrate initiative and self-direction in guiding their own life-long learning.

OUTCOMES	**ASSESSMENT MEASURE**	**MONITORING TIMELINE**	**REPORTING**
An average of at least 95% daily attendance.	Attendance	End of each Instructional month	Attendance records, School's PowerSchool SIS

85% Parents/guardians participation in parent conferences and Parent/Guardian Meetings.	Individualized Progress Plan Sign-in Sheet and volunteerism	Quarterly for Parent Conferences Monthly for Parent Meetings	Teachers, school's assessment management system
At least 90% of the 5th grade students will meet 5 of the 6 components on the Physical Fitness Test (PFT)	Physical Fitness Test (PFT)	Feb. 1 – April 22	School Accountability Report Card (SARC)

GOAL 5: CPATA students will demonstrate a commitment to integrity, social responsibility and an understanding of the context of the world in which they live.

OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE	REPORTING
All CPATA students will create and strive towards meeting individual goals in their IPPs regarding integrity, social responsibility, and an understanding of the context of the world in which they live.	IPPs – evidence of self reflection and progress towards individually-created goals.	Ongoing informally, but formally at least twice a year.	Teacher, parent, IPPs

GOAL 6: CPATA students will demonstrate strong leadership skills and team-building capacity.

OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE	REPORTING
All students have the opportunity to be a class leader or a school leader.	Satisfactory completion of an in class office or school wide office	Monthly for classroom officers Quarterly for school wide officers.	Teacher, class student body or school student body, Principal, school's assessment.

Outcomes Related to Creating the Right Learning Conditions for Students to Be "PREPARED" for the 21st Century.

OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE	REPORTING
Professional Development Outcomes Teachers will**:** Perform peer visitations at least twice a year. Demonstrate proficiency with all technology tools in their classroom. Facilitate model classroom lessons. Participate in at least 100 hours of professional development a year.	Teacher Learning Plans	Formally at least once a year, but informally on a regular basis	Principal
Parent/ Guardian Engagement Outcomes 90% 0f Parents will: Participate in New Parent Orientation. 90% of parents will participate in at least two meetings about their child's IPP per year. 80% Volunteer at least 3 hours per month at the school.	Documentation in Students Profile Parent Survey Sign-In Sheets	Ongoing, monthly and quarterly and yearly	Teacher, Principal and Executive Board

Communicate regularly with their children's teacher.			

API AND AYP TARGETS

CPATA will meet or exceed its Annual Performance Index (API) target score. Below are projected annual target API scores based upon California's additional indicator of school level API scores:

SCHOOL YEAR	API
2011-2012	680
2012-2013	715
2013-2014	750
2014-2015	785
2015-2016	820

Adequate yearly progress (AYP) is defined as a series of performance targets that states what school districts, and schools must achieve each year to meet the requirements of the No Child Left Behind (NCLB) Act of 2001.

CPATA PROJECTED ADEQUATE YEARLY PROGRESS (AYP) ANNUAL MEASUREMENT OBJECTIVES (AMO)

YEAR	Participation Rate on Statewide Assessments	Percent Proficient on Statewide Assessments	API as Additional Indicator	Graduation Rate
2011	ELA 95% Math 95%	ELA 59.2% Math 60%	680	NA
2012	ELA 95% Math 95%	ELA 70.8% Math 70%	715	NA
2013	ELA 95% Math 95%	ELA 79.2% Math 80%	750	NA
2014	ELA 95% Math 95%	ELA 92.2% Math 90%	785	NA
2015	ELA 95% Math 95%	ELA 100% Math 100%	820	NA

Element 3 – Method by Which Student Outcomes will be Measured *"The method by which pupil progress in meeting those pupil outcomes is to be measured." Ed. Code § 47605 (b)(5)(C)*

***Testing**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

State Mandated Assessments

CPATA will administer state mandated assessments as required under the California Standardized Testing and Reporting (STAR) pursuant to Education Code 60602.5. The data will be used as a basis for continuous student improvement.

The California Standards Test (CST) in English-Language Arts and Mathematics will be administered to students in grades two through eight. As the CST is based upon the California Standards, the results of this assessment are essential in monitoring the program and students' mastery of these content standards with the target that all students will score at least at the Proficient level in each content area. The CST, a criterion based assessment, provides clear data by student, class, and grade level in which we can identify areas of strength and areas of growth. At the end of each summer when the results are returned, the team will reflect in depth on students' scores and reflect upon ways to improve for the future, as well as recognize and celebrate areas of strength.

Assessment Tools to Measure Student Progress

Student achievement in developing grade level mastery in specific knowledge and critical thinking skills will be assessed using a variety of assessment measures. Such assessments are necessary to map school strengths and weaknesses and to hold students, parents and teachers accountable. These measurable student outcomes are based on the content of the curriculum as well as requirements specified in the California State Standards; these serve as the basis to measure student outcome and address academic challenges for further support.

When understanding is the purpose of instruction, the process of assessment is more than just one of evaluation; it is a substantive contribution to learning. Assessment that fosters understanding rather than simply evaluating it has to be more than an end of the unit test. It needs to inform students and teachers about what students currently understand and about how to proceed with subsequent teaching and learning.

Students will be assessed regularly from the time they enter the school through sixth grade, in order for teachers and advisors to be able to monitor their progress closely. The data will be analyzed and disseminated and reported to parents, teachers, and students. Parents, teachers and students will be made aware of the data to adjust the IPP, track student progress, recommend academic intervention and use as a basis for continuous student improvement.

CPATA will use the following tools to measure student progress.

Placement Exams: All new students will be given placement exams, including the CELDT (for English Language Learners), a diagnostic test for Math, and reading. These results will better enable the teachers to set individualized intervention programs for the students at the beginning of the year. ***Annually***

State-Required Tests: All state required tests including CST, and CELDT (for English Language Learners). ***Annually***

Traditional Classroom Assessments: Quizzes, essays, projects and presentations. Some ***Weekly, Some Monthly, as needed***

Formal Interim Assessments: Common standards-based formative assessments, aligned to curriculum, for each major academic content area. Classroom assignments, homework, teacher and publisher assessment materials, portfolios, arts projects, presentations, exhibits and tests/exams. ***As Needed***

Summative Assessments: Common standards-based summative assessments, aligned to curriculum, for each major academic content area. Parent Conferences conducted four times per year, Report cards issued two times per year and year-end portfolios, STAR (CAT-6 for grade 1 and CST grades 2-5). ***Annually***

Digital Portfolio and Verbal Presentation of the Portfolio: All students will maintain a digital portfolio throughout their time at CPATA where examples of their work and projects from a variety of courses will be stored to represent their achievements across content areas. The digital portfolio will include projects that demonstrate the students' "media literacy" projects in the arts and use of various technology applications. The students will need to verbally present their portfolio yearly to their parents and teacher at the closing Parent/Guardian Teacher Conference. ***One-Time, End of Year***

FITNESSGRAM as the Physical Fitness Test (PFT) for students in grade 5 in California public schools. The *FITNESSGRAM* is a comprehensive, health-related physical fitness battery. The primary goal of the *FITNESSGRAM* is to assist students in establishing lifetime habits of regular physical activity. The goal is for students to meet 5 out of 6 components.

The list below outlines the required tests for all students in grade 5:

- Aerobic Capacity
- Body Composition
- Abdominal/Trunk Strength
- Strength and Endurance
- Flexibility ***Annually***

Other Assessments

In addition to the aforementioned assessments, student progress will be assessed and measured continuously with other approaches such as using longitudinal, survey, observations, anecdotal records, and other data. For example, using more informal data, teachers will consistently monitor who is responding to questions, how students are doing on homework, student performance on class work, projects, art projects and student participation. Teachers will maintain anecdotal notes and running records in which to organize some of these informal assessments. Teacher may also incorporate other forms of formal assessments such as quizzes to monitor student progress, writing assessments based on a prompt, portfolios, or projects and the arts projects. Assessment tools included in the selected instructional programs will also be utilized consistent with measurable pupil outcomes i.e. grades, rubrics and observations. The use of assessments in the selected instructional programs will be used as a tool to monitor the effectiveness of teaching and learning, to inform instruction and guide professional development on an ongoing basis.

To monitor students' progress in Science and History/Social Science throughout the school year, standards based assessments will be administered. Quizzes and end of the unit assessments will be administered in the focused content area based on previously taught standards. In addition, Science and History/Social Science standards will be incorporated into quarterly assessments and end of the year assessments.

The arts will be integrated throughout the curriculum. Every core subject will use arts components to highlight the information to make it relevant to the student's lives. For an example in the second grade the students are reading the book entitled *The Shoemaker and the Elves by Mem Fox, 1992.* The students will design their own shoe and make it. The teacher will grade the art project using a five point rubric.

Assessments in the Arts

Assessments of student work in the arts help teachers determine how they should adapt their instruction so their students can achieve the content standards. It also helps teachers build a profile for each student that can be used to communicate progress.

Assessment and instruction should be aligned within the curriculum. The key to using assessment effectively and efficiently is to recognize that, above all, no single assessment tool meets all assessment needs. Assessments can be used to inform instruction, monitor student progress, provide feedback to students and parents, summarize student learning over a given period of time, and provide additional information to qualify students for special programs.

Self assessment is important for all artists. That is students need to learn how to understand and appraise their own work and that of their peers and other artists.

The following table shows assessment tools appropriate for art.

ASSESSMENT TOOLS APPROPRIATE FOR ART

Assessments for Grades K-6
Observation
Inquiry
Class discussion/group critique
Interview
Portfolio
Demonstration
Self-assessment
Checklist
Audio/video recording
Projects
Oral critique
Written critique

In-House Benchmarks

Students will be tested in core academic subjects through "in-house benchmark assessments" quarterly. The specific nature of the assessments will vary by content area. The principal will collaborate with teachers to develop or select authentic assessments with clear rubrics to complement the student achievement reflected by standardized exams. The results of these in-house exams will drive instruction and additional testing.

SCHOOLWIDE OUTCOMES AND ASSESSMENT TOOLS

Measurable Outcomes	Assessment Tools	Benchmark and Progress Indicators
Demonstrate appropriate grade level mastery of California State standards in each core academic area by 1 grade level each year:	Informal reading inventories and writing samples. Teacher assignments and assessments Publisher's assignments and assessments.	Ongoing Quarterly

1.English/Language Arts 2. Mathematics 3. Science 4. History/Social Science	Exhibits and projects (4 point Rubric) Digital portfolios and presentations STAR (CAT-6, CST), CELDT Parent Conferences and Report Card Culturally relevant materials Science Faire SARC	 May of each year Quarterly Ongoing Annually
Increase number of students performing in the proficient range of the standardized tests in each subject areas, each year. Increase standardized test scores for low achieving students.	Teacher assignments and assessments Publisher's assignments and assessments. Exhibits and projects (School-wide 5 point Rubric) Student portfolios STAR (CAT-6, CST) Parent Conferences and Report Cards After school intervention Summer Enrichment Programs Saturday school Tutoring SARC	Ongoing Quarterly Quarterly May of each year Quarterly Daily Each Summer Each Saturday Ongoing
Increase student attendance	Daily attendance records Attendance incentives Student Information System (SIS)	95% Increase in student attendance .
Meet annual API and AYP targets.	STAR, (CAT-6, CST) California Department of Education and NCLB legislation SARC	Students will achieve a score of proficient or higher on the CST. The number of students who achieve this score will increase.

Grading Policy

CPATA will administer grades based upon student's mastery of the California Content Standards. Grades will be reported in quarterly report cards that will be mailed, accessed on PowerSchool website, or emailed to parents. A grading scale from A to F will be used. A grade of D or F will represent that the student is performing below grade level and an A or B will represent that the student is scoring above grade level in the designated area.

Student achievement in developing grade level mastery in specific knowledge and critical thinking skills will be assessed using a variety of assessment measures. Such assessments are necessary to map school strengths and weaknesses and to hold students, parents and teachers accountable. These measurable student outcomes are based on the content of the curriculum as well as requirements specified in the California State Standards; theses serve as the basis to measure student outcome and address academic challenges for further support.

CPATA will rely heavily on student tests, teacher and publisher assessments, projects, and homework to be placed in portfolios to track student progress. The purpose is to address and document children's skills, knowledge, behavior and progress across a wide variety of curriculum areas on an ongoing basis. Four times yearly, teachers provide parents with detailed progress reports. Parents are also encouraged to schedule informal meetings throughout the school year with their child's teachers to discuss progress, issues and challenges.

Student Information System

CPATA has selected PowerSchool as its Student Information System. This system will provide educational data reporting, classroom management, grading, master scheduling, system analysis, teacher recommendations, family management, and student/parent access. Our SIS system (PowerSchool) will feed into the SARC and we will post SARC when the report is available.

Element 4 – Governance
"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Ed. Code § 47605 (b)(5)(D)

*CPATA and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

*CPATA will comply with the Brown Act.

*Members of the CPATA'S executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

***Grievance Procedure for Parents and Students**
Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

***LAUSD Charter Policy**
The CPATA Charter School will comply with the District policy related to Charter Schools, as it may be changed from time to time.

***Responding to Inquiries**
CPATA shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding

any inquiries. CPATA acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.
If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

***Notifications**
Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by CPATA

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

CPATA shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When

30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

The Governing Board Duties

Governance, policy-making authority, and fiduciary responsibility for CPATA will rest with CPATA's Executive Board.

The Executive Board of Directors is fully responsible for the operation and fiscal affairs of the School. It will maintain active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

Board Job Descriptions

General Responsibilities:
Responsible for ensuring that the academic program of CPATA Charter is successful, that the school's program and operation are faithful to the terms of its charter, provide for supervisorial oversight, and that the school is a viable organization.

Specific Responsibilities:

1. Determine the mission and purpose of CPATA and keep it clearly in focus.

Create and periodically review the mission statement which:

a. Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.

b. Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.

Understand and support the mission statement.

2. Select the School Leader

- Reach consensus on the School Leader's job description.
- Undertake a careful search process to find the most qualified individual.
- Oversee and approve contract negotiation and renewal.

3. Support and review the performance of the School Leader

- Provide frequent and constructive feedback.
- Assist when board members overstep prerogatives or misunderstand their roles.
- Compliment for exceptional accomplishments.
- Provide for an annual written performance review with a process agreed upon with the School Leader well in advance.

4. Select, Hire and Review CPATA Employees

- Hire, promote, discipline and dismiss all employees of CPATA after consideration of a recommendation by the Principal of CPATA.
- Regularly review progress of staff performance.
- Establish payroll guidelines and additional compensation

5. Ensure effective organizational planning

- Develop and monitor an operational business plan that focuses on student achievement.
- Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.

6. Ensure adequate resources

- Approve fundraising targets and goals.
- Assist in carrying out development plan.
- Make an annual gift at a level that is personally meaningful.

7. Manage resources effectively

- Approve and manage the annual budget.
- Monitor budget implementation through monthly reports.
- Approve accounting and personnel policies.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Contract with fiscal (back-office) manager to review and monitor monthly budgets, handle monthly payroll, insurance, etc.
- Approve annual fiscal audit and performance report.
- Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school.
- Approve all contractual agreements and purchases over $10,000.
- Act as a fiscal agent. This includes the receipt of funds for the operation of CPATA in accordance with its laws and the receipt of grants and donations consistent with the mission of CPATA and the establishment of investment procedures.

8. Determine, monitor and strengthen the programs and services

- Assure programs and services are consistent with the mission and the charter.
- Approve measurable organizational outcomes.
- Approve annual, attainable board and management level goals.
- Monitor progress in achieving the outcomes and goals.
- Assess the quality of the program and services.
- Regularly review student performance.
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.
- Approve the school calendar and schedule of Board meetings.

9. Enhance CPATA's public standing

- Serve as ambassadors, advocates and community representatives of the school.
- Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
- Provide for a written annual report and public presentation that details CPATA's mission, programs, financial condition, and progress made towards charter promises.
- Approve goals of an annual public relations program.

10. Ensure legal and ethical integrity and maintain accountability

- Establish policies to guide the school's board members and staff.
- Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
- Participate in the dispute resolution procedures and complaint procedures when necessary.
- Adhere to the provisions of the school's bylaws and articles of incorporation.
- Adhere to local, state and federal laws and regulations that apply to the school.
- Ensure compliance with all federal state and local government regulations.
- Approve charter amendments.
- Develop, review, or revise CPATA'S accountability and mission.
- Execute all other responsibilities provided for in the California Corporations Code.

11. Recruit and orient new board members and assess board performance

- Define board membership needs in terms of skill, experience and diversity.
- Cultivate, check the credentials of and recruit prospective nominees.
- Provide for new board member orientation.

Conduct an annual evaluation of the full board and individual trustees. The Board of Directors may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

Note the 11 titles in this description come from the BoardSource "Top Ten Responsibilities of a Nonprofit Board and have been adapted to the charter school context. Thanks to the Hill View Montessori Charter School of Haverhill Massachusetts for their model.

The CPATA governing board will set the terms and working conditions for all employees, will do so consistent with state and federal law, and shall be the employer (as opposed to the Los Angeles Unified School District) for collective bargaining purposes. A Personnel Handbook will be given to all personnel during the staff training and development week in August. Each new staff member will be given a handbook at the beginning of each fall semester.

Composition of the Governing Board

CPATA will seek to ensure that its board represent a broad area of expertise and cross-section of the school community and community-at-large.

The school's governing board currently includes five members they are as follows: an administrator/psychologist, a social worker, accountant, an educator and a counselor/educator (*See Appendix H for Resumes*). The board is currently searching for an attorney, a curriculum specialist, and an art specialist, a parent will be added upon the schools opening, extending the Board to seven (7) members. According to the CPATA Bylaws, the governing board can ultimately have up to (10) members. The school will maintain in effect general liability and board errors and omissions insurance policies.

CPATA will also permit one representative of LAUSD to serve on the organization's Executive Board, should the District choose to appoint one. This District representative will be a non-voting director who will help to facilitate communication and mutual understanding between Columbia Preparatory Academy of Technology and Art and LAUSD.

Selection and Recruitment of Board Members

CPATA's Executive Board will work carefully to ensure that board members fully support the school's mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board include but are not limited to:

- A dedication to furthering the vision and mission of CPATA;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for CPATA.

The CPATA Board will seek a total of 10 members. The board will represent a cross section of Los Angeles and will include persons with expertise in education, the arts, technology, finance, facilities, governance, administration, and law. The board recruiting process will include the following actions:

CPATA has already identified many potential new Board members who have expressed an explicit desire to serve on the Board. Board members must nominate potential new Board members to the Board Chair. Nominees will be interviewed by the entire Board before a vote is taken. Nominees must gain unanimous support from the existing Board to be offered a Board seat. New Board members will take an oath of office and agree to the provisions of the charter. This nomination process will also be used if there is a vacancy mid-term.

Board Meeting Frequency and Notification

The Executive Board will meet once a month in the school's first year of operation. After the first year, the Executive Board will meet quarterly, at a minimum. The Board of Directors shall hold at least one annual meeting for the purposes of organization, election of officers, and transaction of other business. Subcommittees will meet regularly and report to the entire Executive Board at each Board meeting. All Board meetings will be conducted in accordance with the Ralph M. Brown Act, regular meetings of the Executive Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. At least 72 hours before a regular meeting, the Board, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school, and at the nearest public library.

In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours notice is given to each member and to the public through the posting of an agenda.

Minutes for regular and special meetings will record all actions taken by the Board. Minutes of the previous meeting will be included in the following month's agenda and all recorded minutes will be archived and available to the public upon request.

Approved minutes from the previous Board meeting will be available in the administrative office. The Board Secretary will be responsible for recording governing board actions. The Board of Directors shall set aside one meeting, annually, for the purpose of organization, professional development training for the board (Including Brown Act, Conflict of Interest, etc.), appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held in July of each year, at a time, date, and place as may be specified and noticed by resolution of the Executive Board.

The Executive Board will hold an annual "State of the School" meeting every October, at a time and place that is convenient for all staff, parents, and students to attend. At this meeting, the Executive Board will review its own performance and measure the school's progress toward stated goals.

Governing Board Decisions

- No business shall be considered by the Board at any meeting at which a quorum is not present.
- A quorum shall consist of a majority of the sitting members.
- The board will make decisions using a majority vote (51% of the board members).
- Governing board members who were not in favor of an approved motion must

fully support the organization as it carries out the majority's decision.

- Every member has the right to participate in the discussion and every designated voting member has the right to vote on all issues before the Board or any Board Committee. A Board Member or Committee Member must abstain from any vote where there is a conflict of interest.

Term of Office

Officers can be elected by the CPATA Board, at any time, and each officer shall hold office for three years and until a successor director has been designated and qualified. The term of the parent representative of CPATA shall be one year. The term of office of a member elected to fill a vacancy will begin on the date of the member's election and continues for the balance of the unexpired term.

Removal of Board Members

The Board may remove a Member with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 19. Any vacancy caused by a removal of a director shall be filled as provided in Section 12 as provided by the California Nonprofit Public Benefit Corporation law. The Board may remove any Member who:

- Has failed to attend two or more of the Board's regular scheduled meetings in any calendar year.
- Has been declared of unsound mind by a final order of a court.
- Has been found by a final order or judgment of any court to have breached any duty.
- Imposed by the California Nonprofit Public Benefit Corporation Law: or
- For such other good causes as the Board may determine.

Evaluations

The CPATA Governing Board shall develop or research an evaluation tool whereby the principal/administrator will be evaluated by the Board. In order to evaluate the board's effectiveness, an evaluation tool will be researched which the board will use for self-evaluation.

Parent Involvement

One goal of CPATA is to empower parents as educational partners. Parents should feel that their voice and participation at the school influences the development of the total school and its components. Parents will have the opportunity to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is most important.

In order to ensure significant parent involvement, the school shall have a Parent Association that is open to all parents. The Parent Association will elect officers: President, Secretary and Treasurer. The election will take place at the first parent meeting. The president will remain in office for the entire school year.

Parents will be provided the opportunity to sign a contract stating that they will volunteer at the school, in some capacity at least three (3) hours of service each month. CPATA realizes that a parent is not mandated to volunteer, we will however highly encourage parent volunteerism. The aim of this requirement is to ensure that all families are informed and actively involved in the school and to provide assistance to the school. No family shall be denied admission for failure to comply.

Parents will be encouraged to become active in developing their child's Individual Progress Plan and an understanding of the school's curriculum, evaluation process, and other programs. School parent meetings will be held monthly in order to facilitate the communication goals.

Parents will be encouraged to form committees that will be involved in planning events, fundraising, curriculum review, facilitation of parent workshops, or other areas of interest consistent with the mission and policies of the school. They will also support the welfare of the school community, the implementation of the instructional program, and/or activities that enhance student achievement. In accordance with the Education Code Section 47605 (2), CPATA shall, on a regular basis, consult with parents and teachers regarding the schools educational program and student progress through meetings and informational bulletins on an ongoing basis. Parent meetings will be held a minimum of once a month. Every effort will be made to communicate with parents in their own home language.

Parents shall be informed of the progress of the student via teacher communication, quarterly parent teacher conferences, monthly progress reports, and graded report cards.

An annual survey will be distributed to parents regarding the effectiveness and satisfaction of the school, the teachers and the educational program.

Teacher Involvement

Teachers at CPATA will be encouraged to form a “Teacher’s Committee.” This teacher’s committee is designed to be a vehicle to encourage teacher involvement, decision making and establish an open dialogue between the teachers, the principal and the Board.

Teachers will articulate their concerns on an ongoing basis regarding interdisciplinary curriculum and alignment of instruction to state district/county standards and frameworks.

Teachers will meet with the Principal on a weekly basis during the Friday weekly Professional Development in order to communicate teacher requests, share teacher concerns, articulate program progress and effectiveness, assess overall student progress, achievement, and needs, and to discuss concerns regarding individual student progress and needs.

The school Principal will at all times honor and respect the teachers' voice and will welcome teacher input. Teachers will advise and support one another on an ongoing basis. The teachers' and staff will receive a bi-annual performance evaluation by the principal.

Community Involvement

The school administrators, staff, Education Board, parents and students will continually seek community partnerships that will enhance the instructional program and support the vision and goals of CPATA. Partnerships that support technology and the arts, student achievement, and student awareness and careers will be developed on an ongoing basis.

Advisory Committee

The Advisory Committee will consist of parents, teachers and community. This committee (or these committees)will be in charge of providing feedback regarding staffing, equipment, extra-curricular activities, before and after school programs, fundraising, school correspondence, i.e. newsletters, and website exposure, etc. The committee(s) will elect a chair, who will report to the Executive Board as needed.

Process for Amendments to the Charter

CPATA 'S Board and the District's petition amendment process. Any amendment to the bylaws of the parent nonprofit corporation that affect or impact the charter or school operations must be approved through the District's petition amendment process.
will comply with current LAUSD policy for amendments to the charter petition.
The governance structure provides a means for remaining a viable enterprise.

Element 5 – Employee Qualifications
"The qualifications to be met by individuals to be employed by the school." Ed. Code § 47605 (b)(5)(E)

*CPATA believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Teacher and Staff Documents

CPATA will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Such documentation will be monitored by the principal of the Charter School or designee. Copies of required forms and records will be kept at the school. These teachers who hold a Multiple Subjects Credential or its equivalent will teach mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. Teachers will have either a clear credential or an alternate certification based on the No Child Left Behind requirements. CPATA will comply with federal guidelines on the N.C.L.B. act. CPATA will maintain a current copy of teacher certificates on file and ready for inspection.

CPATA may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies. CPATA will not require that any employee must be employed by the charter school.

Teacher and Staff Recruitment

To recruit teachers to work at the charter school, CPATA will access Craig's List, advertise in the local newspapers and radio, contact the Los Angeles County Office of Education Teacher Recruitment office, California Charter School Association job hotline, Job Fair's, and outreach at the colleges and universities.

Procedures for Background Checks

Employees and contractors of CPATA will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary or a Livescan. The Principal of the school shall monitor compliance with this policy and report to the CPATA Board on a quarterly basis. The CPATA President of the Board shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted (Livescan) and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Professional Development

For the first year of operation, all staff will attend one full month of professional development during the month of August. In addition, three pupil free days have been scheduled to allow the teachers to attend two important conferences. The school will plan shortened days for weekly on-going staff development and training discussing various topics, issues and concerns.

CPATA will not discriminate against any employee on the basis of affiliations, political or religious acts or opinions, race, color, gender, marital status, national origin, ancestry, disability sexual orientation, sex, age or in retaliation.

CPATA's Board will set up its own salary scale that will compensate each teaching staff according to their education and experience. Salary increases will be considered according to approval of the board and available funds.

Qualifications for the Principal

The principal at the Charter School should possess 3 years of teaching experience, leadership abilities, business management, budgets, facilities management and scheduling, leadership in curriculum design and implementation, and a comprehensive educational vision that is consistent with the school's mission and educational program. The principal should possess skills in overseeing, hiring, evaluating and supervising staff, data analysis, and business experience. The principal should have experience in a school serving a high-risk population, including minority children in the inner city. An administrative credential is encouraged but not required. The minimum educational requirement for the principal is a Master's Degree.

Job Description for the Principal

- Ensure that the school community follows the policies and decisions approved by the governing board.
- Oversee the business practices of the school and attract new resources.
- Oversee the development and implementation of the curriculum and programs, as well as review individual students and overall school performance in accordance with the school's charter and related laws and regulations, and relate information to the governing board along with recommendations for continuous improvement.
- Oversee classroom management in collaboration with the teachers to ensure appropriate and instructive student discipline is in place.
- Recruiting, verifying credentials, hiring staff and developing individual professional development plans.
- Supervise and evaluate staff.
- Assist with scheduling when necessary.
- Spend 3-5 hours per week in the classrooms.
- Keep regular and punctual attendance.
- Oversee the school-operating budget, authorize spontaneous and ongoing daily expenses as necessary and maintain robust fiscal vitality.
- Work with staff and consultants to prepare and submit an annual budget to the governing board of the school for review and approval.
- Demonstrate a thorough commitment to CPATA's philosophy and process.
- Be an active member of the Education Board.
- Facilitate communication among staff, parent, and community.

Qualifications of Teachers

The qualifications for our teachers are:

- Caring about our students;
- Familiarity with or willingness to be trained in the school's curriculum;
- A demonstrable effectiveness in teaching, preferably in an inner-city school;
- Highly recommended
- Positive teacher evaluations.
- Holding a California Multiple Subjects Teaching Credential, enrolled in an Internship Program, or granted a Provisional Teaching Credential through Teacher Credentialing.
- Teachers qualified to teach must be certified CLAD, BCLAD
- NCLB Compliant

Job Description for Teachers:

- Demonstrate a commitment and understand the charter and its philosophies and practices
- Provide quality, enriched, and powerful curriculum for the students enrolled in their class.

- Provide an effective room environment, which reflects and facilitates the learning process and incorporates intrinsically motivating activities.
- Help students regulate their own behavior and develop problem-solving skills, while remaining respectful and interested in the child's well-being, at all times.
- Provide continual assessment of student progress and maintain records, while continually evaluating class performance and modifying the environment and/or curriculum to meet the changing needs of students.
- Keep portfolios and observations on all students and fill out progress reports each semester.
- Actively strive for continuous and open communication with parents and hold parent/teacher conferences twice per year for mutual sharing on the child's growth and progress at school and home.
- A willingness to work hard and to take responsibility and exercise leadership for the school as a whole.
- Provide opportunities for peer assistance to fellow teachers and actively participate in team meetings.
- Participating in-service staff development meetings and outside workshops
- to continue to grow professionally.
- Keep regular and punctual attendance.

Qualifications for Art Specialist

The qualifications for our Arts Specialist are:

A combination of training, experience, and/or education equivalent to a bachelors degree in arts education, arts management, theatre, dance, fine arts, or related field.

Demonstrated knowledge of arts, artists, arts education, and the entertainment industry highly desirable. A master's degree in the arts is highly desirable.

- Caring about our students;
- Familiarity with or willingness to be trained in the school's curriculum;
- A demonstrable effectiveness in teaching, preferably in an inner-city school;
- Highly recommended
- Positive teacher evaluations
- Proficient skills in at least two areas of the arts visual and performing arts, music, dance and theatre

Job Descriptions for the Arts Specialist

- Supervise, coordinate and manage the operations of the arts program for the charter school.
- Serve as community liaison; contact, develop and maintain a variety of partnerships for the benefit of the arts at the site and contributors for funds for the arts program.
- Assist teachers in developing differentiated learning art activities for all types of abilities and needs.
- Prepare, manage and monitor the program's art budget including ordering supplies, coordinating field trips, conferences and equipment.

- Responsible for fundraising, grants, and other funding.
- Participate in the development of arts curriculum and arts program, the integration of the arts into the core subject areas, manage the arts program activities and calendar.
- Coordinate and schedule school assemblies, performances, art fairs, and all other related activities.
- Compile data, analyze student needs, coordinate student progress and provide recommendations to teachers.
- Represent the charter school as the Arts Specialist in regular meetings with fundraising groups and sponsors and represent CPATA at conferences and meetings.
- Perform related duties as assigned

Qualifications for Teacher Assistant

An Associate's degree or completed 2 years of college (60 units) N.C.L.B.

A minimum of 6 units in child development (12+ preferred)

Experience or demonstrate potential in working with students.

Job Descriptions for Teacher Assistants

- Assist with instruction
- Assist classroom teacher with other classroom duties
- Participate in in-service staff development meetings

Qualifications for Clerical Personnel

- Advanced skills in computer and business machines operations
- Understanding and experience with scheduling
- Organizational, leadership and office management skills
- Experience in the field of education
- Experience in working with students, parents, families, and community members
- Personable

Job Descriptions for Clerical Personnel

- Assist the principal
- Perform daily accounting
- Answer telephone
- Give school tours
- Call parents back
- Keep files updated and organized
- Gather student data for funding reports and applications
- Perform compliance checks and administer first aid
- Perform daily school business
- Assist with student enrollment

Qualifications for Cafeteria Worker

- One year experience in food service industry
- High School diploma/GED equivalent

Job Description for Cafeteria Worker

- Prepare breakfast and lunch
- Serve food
- Collect data for reporting purposes according to the School Breakfast/Lunch program guidelines.

Performance Evaluation

All CPATA staff will be evaluated by the principal once a year. Annual goals and objectives such as meet assessment targets, maintain proactive communication with parents, improve instructional delivery, and demonstrate leadership abilities are some examples and will be developed jointly by each staff member and the principal in accordance with the mission and vision of CPATA. Staff evaluations will be based on the degree to which goals and objectives have been achieved. If a staff member is having difficulties achieving his/her goals, the principal will provide appropriate support and training.

The teacher's evaluation form will be developed from the *California Standards for the Teaching Profession*. The six standards that will be evaluated are:

- Engaging and supporting all students in learning.
- Creating and maintaining effective environments for student learning.
- Understanding and organizing subject matter for student learning.
- Planning instruction and designing learning experiences for all students.
- Assessing student learning.
- Developing as a professional educator.

Compensation

The Principal with the approval of the Board will develop a salary schedule for the school. To reach our aim of hiring the highest quality teachers, CPATA will offer salaries that are competitive with salaries offered to teachers within the Los Angeles Unified School District. Salaries and/or wages for all non-teaching staff will be negotiated based on their experience and/or performance at the school. CPATA will contribute to a health insurance and retirement plan for all full-time employees.

Element 6 – Health and Safety
"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 (b)(5)(F)

CPATA shall comply with all provisions and procedures of Education Code 44237, including the requirement that as a condition of employment each new employee must submit a Livescan to the California Department of Justice for the purpose of obtaining a criminal record summary. All staff shall honor the districts requirement for periodic tuberculosis tests every four years using the Manitou tuberculosis test.

***Insurance Requirements**

No coverage shall be provided to the Charter School by the District under any of the District's self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements. The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

***Evidence of Insurance**

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies. Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

***Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement.

The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

The CPATA will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. CPATA will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The CPATA, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting . The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

Asbestos Management

The charter school shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Vision, Hearing

Students will be screened for vision and hearing. CPATA will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Physical Fitness

The State Board of Education designated the *FITNESSGRAM* as the Physical Fitness Test (PFT) for students grades 5, 7 and 9 in California public schools. The *FITNESSGRAM* is a comprehensive, health-related physical fitness battery. The primary goal of the *FITNESSGRAM* is to assist students in establishing lifetime habits of regular physical activity. The goal is for students to meet 5 out of 6 components.The list below outlines the required tests for all students in grades 5, 7, and 9:

- Aerobic Capacity
- Body Composition
- Abdominal/Trunk Strength
- Strength and Endurance
- Flexibility

Child Abuse Reporting

All employees of CPATA will be mandated reporters under the Child Abuse and Neglect Reporting Act. Any reasonable suspicion that a child may be the victim of sexual assault, neglect, willful cruelty, or inhuman corporal punishment must immediately be reported to the Department of Children Services or appropriate law enforcement agency. The mandated reporter is responsible for filing a written report with the Department of Children Services (DCS) and appropriate law enforcement agencies. The investigation of the suspected neglect or abuse is the responsibility of DCS and law enforcement. CPATA employees will always act with the physical and emotional safety of the child as the paramount concern. The mandated reporter will inform the Principal that a report was filed. As a condition of employment, all employees will sign an agreement acknowledging their understanding of their duties under this Act and they will undergo annual training to ensure that they remain aware of their legal obligations and the school's policy.

Food Service Program

CPATA will hire a catering service to provide breakfast, lunch, and snack for the students. In choosing the caterer, we will carefully consider the nutritional value and healthfulness of the meals they provide. We will offer breakfast, lunches, and snacks in compliance with all requirements of the National School Lunch Program served in a manner consistent with State and Federal guidelines. CPATA will participate in the Federal Free and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Other Auxiliary Services

CPATA may contract with third party organizations to provide services for the school. These services may include, but are not limited to, custodial services, maintenance, substitute teachers, and special education service providers. All auxiliary service providers will be screened to ensure that they have sufficient policies, procedures, and insurance in place to protect the safety and well being of CPATA students, employees, and guests. The school will conduct an annual review of all service providers to ensure that they adhere to the safety standards that they guarantee.

Facilities

CPATA is in the process of identifying school facilities large enough to house the charter school. We are working with several commercial realtors to locate property in Carson in the 90746 zip code. The going lease rate for a commercial building is between $.75 to $1.00 per square foot. After contacting Alan Wendell, the Charter School Division representative in Los Angeles Building and Safety Department, we were told that it will take six to nine months to obtain a Conditional Use Permit and zoning variance. CPATA will begin to negotiate a sell or lease agreement after our school has been authorized. Most of the commercial buildings have ample square footage to accommodate the initial 120 students. We are making long range plans to secure a building that will allow for growth as we go towards our full capacity. CPATA will follow building and Fire Marshall codes and regulations as set forth by LAUSD.

Element 7 – Racial and Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Ed. Code § 47605 (b)(5)(G)

In March 2012 CPATA will begin to implement student recruitment strategies that include, but are not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance, among students that is reflective of Los Angeles Unified School District. An enrollment process will be established that will be scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process. A sample of recruitment activities is as follows:

- Distribute flyers to child care centers, Head Start programs, to local churches, Crenshaw Chamber of Commerce, and local businesses.
- Distribute flyers to local Elementary schools that are in PI status.
- Pass out flyers in the local Mall and request that parents sign an Intent to Enroll Form.
- Place ads in the local newspapers announcing the opening of a new charter school.
- Identify and attend local community and public events to pass out flyers.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the area.
- The appropriate development of promotional and informational materials in languages other than English i.e. Spanish, to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Effort to hire employees who represent diverse backgrounds representative of the ethnic makeup of the school.
- Pupils will be considered for admission without regard to ethnicity, race, or national origin. The school will strive to achieve a racial and ethnic balance of students and staff, which reflects the community.

Targeted marketing in order to achieve racial balance will include print and electronic media, community, and regional outreach through flyers, direct presence at service group meetings within and outside the community, and direct mail where appropriate. All communication will be in English and Spanish.

Student Recruitment

CPATA will make every effort to recruit academically low-achieving, special education, and economically disadvantaged students.

CPATA will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the Los Angeles 90746 community:

An enrollment process will be established that will be scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process. A sample of recruitment activities is as follows:

- Distribute flyers to local churches, and businesses.
- Pass out flyers in the local Mall and request that parents sign an Intent to Enroll Form.
- Place ads in the local newspaper announcing the opening of a new elementary and middle charter school.
- Identify and attend local community and public events to pass out flyers.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the area.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings in several areas of Los Angeles to reach prospective students and parents.
- Effort to hire employees who represent diverse backgrounds representative of the ethnic make-up of the school.

Pupils will be considered for admission without regard to ethnicity, race, or national origin. The school will strive to achieve a racial and ethnic balance of students and staff, which reflects the community.

In the 90746 zip code, the majority population is African-American; therefore, targeted marketing in order to achieve racial balance will include print and electronic media, community, and regional outreach through flyers, direct presence at service group meetings within and outside the community, and direct mail where appropriate. All communication will be in English and all other designated languages that represent the Los Angeles 90746 area.

***Court-ordered Integration**

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District

outlining how it would achieve and maintain the LAUSD's ethnic goal of 70:30 or 30:70 ratio.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

***No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**
The District and [charter school] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001("NCLB").

The CPATA agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending [charter school] shall have the right to continue attending CPATA until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to [charter school] shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

CPATA will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. CPATA will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at CPATA under the NCLB-PSC program increases in subsequent years, CPATA agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the school.

***Federal Compliance**
As a recipient of federal funds, including federal Title I, Part A funds, [charter school] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs.

CPATA understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. CPATA agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the
- professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

CPATA also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

Element 8 – Admission Requirements
"Admission Requirements, if applicable." Ed. Code § 47605 (b)(5)(H)

***McKinney-Vento Homeless Assistance Act**
The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

Because the Charter School is a public school committed to equal opportunity, the Charter School will not charge tuition, will be nonsectarian and employ no admissions exams or special admissions requirements. CPATA shall admit all pupils' space permitting, who wish to attend the school. CPATA will make special effort to recruit academically low achieving, economically disadvantaged and special needs students. CPATA will not require any child to attend the charter school.

Except as provided in paragraph (2) admission to a charter school shall not be determined according to the place of residence of the pupil, or his or her parent or guardian, within a state.

Admission to the Charter School shall be open to all California residents on a nondiscriminatory basis without regard to race, color, national origins, mental or physical disability, creed, sex, ethnicity, behavior, age, ancestry, religion, medical condition, sexual condition, sexual orientation and proficiency in the English language, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

CPATA will ensure that students admitted have proof of all necessary immunizations as is required to be admitted to any California Public School.

Application Process

The application for admission process will begin March 2012 as the petition is approved through June 4, 2012. Students applying to CPATA are required to complete an Intent to Enroll Form.

The Lottery and Priority Admissions: If the number of Intent to Enroll Forms for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade will be filled by random lottery. This lottery will be held in a public setting. Drawings will be held on a grade-by-grade basis to fill the available slots per grade. The

lottery will be conducted with the following admissions preferences being given. Please Note: The sum of all exceptions that are subject to the “small percentage” limitation will not exceed 10 percent of total enrollment.

Students already enrolled are exempt from the lottery.

* Students who reside in the district in which the charter school is located will be given a higher weight at time of lottery. There will be an agreement between the Charter School and its chartering authority Los Angeles Unified School District, the chartering agency.

* Students for whom special consideration is required to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Equal Protection Clause of the United States Constitution will be given a higher weight at time of lottery. There will be an agreement between the Charter School and Los Angeles Unified School District the chartering agency.

* Students who are seeking to change schools under the public school choice provisions of ESEA Title l will be given a higher weight at time of lottery. There will be an agreement between the Charter School and Los Angeles Unified School District the chartering agency.

* Siblings of students already admitted to or attending the charter school will be exempted from the lottery and this will be approved by Los Angeles Unified School District the chartering authority.

* Children of founders and/or teachers and/or staff will be exempted from the lottery and this will be approved by Los Angeles Unified School District the chartering authority.

* Students currently enrolled in or residing within the attendance area of a public elementary school in which 50 percent or more of the pupil enrollment is eligible for free or reduced price meals where the charter school site is located will neither be exempted nor given preference but will be a part of the normal lottery processes.

* Students that fall in other preference categories, such as (1) children from families in which neither parent attended college (“first to college”), (2) children of governing board or advisory board members (non-founders), or (3) children who qualify for free or reduced-price meals will neither be exempted nor given preference but will be a part of the normal lottery processes.

Public Lottery
In the event that we receive more Intent to Enroll Forms than the number of seats open for a particular grade by June 4, 2012, we will conduct a public random lottery to determine admission.

The lottery will occur on the morning of the first Saturday following June 4, 2012 in a public space large enough to accommodate all interested families. The date, time and location of the lottery will be printed on the intent to enroll form.

The lottery will be officiated by an uninterested party, preferably a respected public figure from the community. All proceedings will be conducted bilingually in Spanish and English. The names of each prospective student will be put on a card. The cards shall be of equal size and shape. The cards will also indicate if the applying student has any sibling(s), applying for admission the same year. The name on each card will be read as it is placed into a container or lottery device that will randomly mix the cards. The person officiating the lottery will draw the cards one at a time and read the name on the card. As each card is pulled it will be posted visibly on a display in the order it was chosen. Names will be giving a numerical ranking based on the order they were chosen. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double checked by the lottery official.

Children who have lottery preference as stated above shall be assigned numerical rankings before names of children without preference are drawn. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place consecutively on the same day in a single location. During the course of the lottery, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade-level. If there is not a vacancy in the appropriate grade for the sibling, he/she will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.
Although the lottery will be open to the public and families will be encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission.

Results will be published in Spanish and English and will be posted online and in hard copy in public locations. Results will also be mailed to all applicants and follow up phone calls will be made. Admission to the school will be offered to students according to their numerical ranking until capacity is reached. All remaining names will be placed on a waiting list in order according to their numerical rank. Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an

enrollment application packet including proof of age, proof of address, immunization records. Any families who decline admission or who fail to confirm will lose their position to the next name on the waiting list. It is the responsibility of the family to ensure that up-to-date contact information is on file with the school and no exceptions to the two-week deadline will be made for families that fail to respond within the two-week period due to incorrect contact information.

Children of newly hired faculty will be added to the waiting list after any siblings of current students, but ahead of children with no preference ranking, unless over 10% of the school's enrollment are children of faculty or founders, in which case children of newly hired faculty will be added at the end of the waiting list.

The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student withdraws or is expelled from the school, that seat will be offered to the next person on the waiting list.

Intent to enroll forms received after 5:00 PM on June 4 will be marked with the date and time of receipt and will be added after the last name on the waiting list on a first come first served basis. The school may refine the lottery policies and procedures following the first year of operations in accordance with written policy adopted by the governing authority of the school. A copy of the revised policy, designed to improve the school's lottery efforts, shall be provided to the district within 45 calendar days of the approval by the charter school" governing authority and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

Records the School Shall Keep on File Documenting Lottery Procedures
The school shall keep on file in the main office the following documents:
• Documentation of lottery procedures as defined in the school's charter and any subsequent policy or policies approved by the Board of Directors.

• Results of the public lottery, indicating ranking.

• The most up to date waiting list, including names that were added after the lottery,including contact information for each student.

CPATA offers a choice for students, parents, and the community to an alternative approach to education. CPATA will hold an orientation meeting for parents before the school year begins to discuss the school's philosophy and policies to ensure their understanding of the school's vision, curriculum program and policies. Each potential applicant and parent will be provided an opportunity to sign an agreement showing their

support for and commitment to the expectations of students and parents. These expectations will be provided to each parent/guardian.

Efforts to Recruit Low-Achieving and Economically Disadvantaged Students

CPATA is committed to serving academically low-achieving and economically disadvantaged students. We will aggressively recruit students from our proposed school neighborhood, including academically low-achieving and economically disadvantaged students.

Based on the demographics of the public elementary and middle schools in the 90746 zip code, it is our expectation that upwards of 90% of the children in our target population will qualify for free or reduced-price lunch according to federal guidelines.

STUDENT BODY BY GRADE LEVELS

Grades K-3 has a student/teacher ratio of 1:20 and Grades 4-8 has a student/teacher ratio of 1:25

GRADE	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K	40	40	40	40	40
1	40	40	40	40	40
2	40	40	40	40	40
3		40	40	40	40
4			50	50	50
5				50	50
6					50
TOTAL	120	160	210	260	310

Element 9 – Financial Audits

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Ed. Code § 47605 (b)(5)(l)

***District Oversight Costs**

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

***Balance Reserves**

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

***Special Education Revenue Adjustment/Payment for Services**

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service special education services, or as a result of the State's adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

***Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the
- Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.

The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement. Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,

- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

The CPATA will use all revenue received from the state and federal sources only for the educational services specified in the charter for the students enrolled and attending the charter school. Other sources of funding must be used in accordance with applicable state and federal statutes, and their terms or conditions, if any, of any grant or donation.

The CPATA will develop and maintain internal fiscal control policies governing all financial activities.

***Element 10 – Student Expulsions**
"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605 (b)(5)(J)

General Discipline Policies

The founders of CPATA recognize that discipline is an important factor in determining the success of our students. Not only have there been academic studies that correlate discipline with achievement, but in visiting dozens of high-performing schools, the Lead Founder observed first-hand that high expectations for student behavior was a characteristic common to all these schools. Therefore, we will implement a discipline policy that will hold all students to a high level of deportment, which is developmentally appropriate, and which supports the safety and learning of every student.

It is our belief that positive, productive behavior can be anticipated when the behavior expectations for the students are made clear through modeling and rehearsal. It is the responsibility of the teachers to prevent inappropriate behaviors by keeping their lessons fast paced, interesting, and fun. Students who are engaged in learning are far less likely to demonstrate inappropriate behavior.

We believe that family participation is critical to an effective discipline policy. Parents will receive weekly progress reports that will include information about their child's behavior for the week. We will encourage regular discussions between parents and their children to foster developmentally appropriate reflection on their behavior. Additionally, parents will asked to voice their opinion on the efficacy of the school's discipline policy and offer suggestion through the annual survey.

If a child chooses to behave in a way that is unacceptable at CPATA, there will be a developmentally appropriate system in place to respond to it. The general discipline policies at CPATA will follow a system of assertive discipline. Teachers at each grade level will define their grade's system, subject to the approval of the Board of Directors. Examples of effective systems observed at high performing urban schools include colored cards, name on board with check marks, names on clips or magnets that are moved to different areas, etc. The key similarity among these systems is that they record student misbehaviors. One such study was published in the report *"Order in the Classroom: Violence, Discipline, and Student Achievement" by P.E.Barton, R. J. Coley, and H. Wenglinsky, 1998,* which concluded that test scores in math, reading, social studies, and science all declined when discipline problems were present. At CPATA each subsequent behavior is associated with a consequence of progressive severity.

A typical progression of consequences might follow this sequence:

1. warning

2. loss of privilege (recess)
3. time out
4. contact parent
5. send out of class (to other teacher)
For the most severe cases, students will be referred to the office for consideration of suspension or expulsion.

Grounds for Suspension or Expulsion

Our discipline policy will allow for suspension or expulsion as the final step when other behavior interventions have repeatedly failed or are otherwise impractical. Grounds for suspensions and expulsions at CPATA are taken directly from California Education Code § 48900-48927.

A student may be suspended or expelled as a consequence of behavior when the student is engaged in a school activity. Per the law, school activities can occur any time including (but not limited to):
• while on school grounds
• while going to or coming from school
• during the lunch period, whether on or off campus
• during, or while going to or coming from, a school-sponsored activity Per the Education Code § 48900, a student may be suspended or expelled if the student:
(a) (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, except in self-defense.

(b) 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 by the School Principal or the designee of the School Principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) 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.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c,286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) 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.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.

Per § 48900.7, a student may be suspended or expelled if the student makes a terroristic threat against school officials or property.

Further, students in fourth and fifth grades may be recommended for suspension or expulsion for committing sexual harassment, hate violence, or harassment or threats against school district personnel.

A pupil may be suspended for aiding or abetting, as defined in Section 31 of the Penal Code, infliction or attempted infliction of physical injury to another person. In the case that the victim suffered great bodily injury expulsion may be recommended. A student may not be suspended for more than a total of 20 school days in a school year.

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

CPATA will comply with the Federal Gun Free Schools Act.
The School Principal shall have the authority to override the two considerations above for the following mandatory suspensions and expulsions:

- Brandishing a knife at another person
- Unlawfully selling, a controlled substance listed in Chapter 2 of Division 10 of the health and Safety Code.
- Committing or attempting to commit a sexual assault or committing sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive
- Violation of the Federal Gun Free Schools Act

Suspension Procedures

Suspension shall be preceded by a conference conducted by the School Principal and/or his/her designee, with the student and his/her parent/guardian and, whenever practical, the referring teacher or staff member. The pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. If the conference results in a decision to suspend the student, a formal written notice of the decision will be given to the parent/guardian of the student stating the specific offense committed by the student for any of the acts listed in “Grounds for Suspension and/or Expulsion” and the date that the student will be readmitted to class. Suspensions will not exceed five school days, except in the case that an expulsion hearing is pending and the School Principal believes that the student would pose a threat to other individuals at the school or would create a disruption to the education of other students, in which case the suspension may be extended beyond five days at the School Principal’s discretion. Students are expected to complete all work

that would normally be completed during the classes they miss while suspended. The suspension of a student will be at the discretion of the School Principal or the School Principal's designee. A suspension appeal may be made to the Board of Directors by the student's parent or guardian. The appeal must be submitted in writing during the term of the suspension. Following due consideration, the Board of Director's decision will be final.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing with the school's Discipline Review Panel to determine whether the student should be expelled. The Discipline Review Panel will consist of no less than three individuals appointed by the Columbia Preparatory Academy of Technology and Art. Unless postponed for good cause, this hearing shall be held within thirty (30) school days after the Principal determines that the student has committed an expellable offense.

The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules which relate to the alleged violation;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Due Process for Expulsions

Expulsion proceedings shall follow a due process that shall include:
1. parent conference
2. formal notice
3. expulsion hearing

4. notice of decision and rehabilitation plan
5. appeal (if selected by parent)
Translation will be provided in all steps of the process if requested by the parent.

Parent/Guardian Conference

As with suspensions, expulsion shall be preceded by a conference conducted by the administrative staff with the student and his/her parent/guardian. The pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his or her version and evidence in his or her defense.

Notification of Hearing

If, following the conference, the School Principal concludes that the case should proceed to an expulsion hearing, the parents/guardians will be given a written notice of the hearing at least 10 calendar days before the date of the hearing. This notice will include:
a) The date, time, and location of the hearing.
b) A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
c) A copy of CPATA's disciplinary rules and state law which relate to the alleged violation.
d) The opportunity for the student and the student's parent/guardian to appear in person at 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 nonattorney 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 the pupil's behalf.
g) Whether the student will be suspended pending the expulsion hearing.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school administrative staff determines that an act subject to expulsion has occurred. The hearing will be presided over by an impartial administrative hearing panel appointed by Futuro Prep's Board of Directors. To ensure impartiality, the School Principal and current teachers of the student shall not serve on this panel. The school administrators will conduct an investigation by interviewing and taking written statements by all involved parties. The investigation will also include the collection of any applicable physical evidence and/or photographs of such evidence.

The expulsion hearing will be recorded. Following the hearing, a Facts and Findings document will be prepared that summarizes the evidence presented and states the hearing panel's findings and final decision. The Facts and Findings document will become part of the student's permanent record and a copy will be sent to the student's parent(s)/guardian(s)."

Notice of Decision

Formal written notice of the decision to expel a student will be sent by the school administrative staff to the parent(s)/guardian(s) of any student who is expelled. This notice will include the following:

a) The specific offense committed by the student for any of the acts listed in "Grounds for Suspension and/or Expulsion"
b) Terms of the rehabilitation

- the reinstatement eligibility review date
- a copy of the rehabilitation plan
- the type of educational placement during the period of expulsion

c) The student's right to appeal and the steps of the appeals process
d) Notice of the obligation of the parent(s)/guardian(s) to disclose the student's status with CPATA to any new school or district in which the student seeks to enroll in the event the decision is to expel a student from CPATA, 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 so the student can continue his/her work until a new placement is found. In the event the decision is to not expel, the student will be allowed to return to class at CPATA.

Appeal of Expulsion

The decision to expel a student may be appealed by the parent or guardian of the student if they feel the decision was unjust. The parent/guardian of the expelled student must present a written request for appeal within five days of the decision to expel the child.

The appeal will be heard by a panel of representatives assigned by the Board within 10 school days. The panel will consist of school administrators from local schools. The appealing parent must attend the meeting to present the appeal.

Rehabilitation, Readmission, and Interim Placement

Pupils who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the charter school's governing board at the time of the expulsion order,

which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil or admit and expelled pupil from another school district or school shall be in the sole discretion of the CPATA's governing board and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

If the decision of the governing board is to not reinstate the student, written notification of the decision outlining the reason for denial will be sent to the parent(s)/guardian(s) of the student. This notification will also include a new eligibility review date.

For students who have been expelled from another school and subsequently enroll at CPATA, we will obtain the rehabilitation plan from the expelling school or district and provide the supports and interventions described therein to assist the student in to be successfully reinstated.

***Discipline Implications for Special Education Students**

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) was the misconduct caused by, or directly and substantially related to the student's disability? B) was the misconduct a direct result of the Charter's failure to implement the 504 Plan? "

Amendments and Modifications to Suspension and Expulsion Policy

The suspension and expulsion policy at CPATA will be reviewed periodically for its efficiency and effectiveness in creating a positive school culture and maximizing learning opportunities for our students. If it is determined that modifications to the policy are necessary they must be authorized by the Board of Directors and approved by the District.

If state law changes the list of suspendible/expellable offenses, we will modify our policy to reflect such changes.

Outcome Data

Outcome data will be maintained at CPATA including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

Implementation of LAUSD's Discipline Foundation Policy

LAUSD's Discipline Foundation Policy states that "every student, preschool through adult has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning." CPATA Board of Directors adopts this policy in order to develop, refine and implement a culture of discipline conducive to learning.

"The successful implementation of this policy is everyone's responsibility. Every student, parent-caregiver, teacher, administrator, school support personnel, school staff, visitor and community member engaged in educational activities has a role. This includes:

1. Supporting a school-wide positive behavior support and discipline plan consistent with the tenets of this policy.
2. Maintaining open lines of communication between staff, students and parent /caregivers.
3. Using positive response strategies and appropriate corrective feedback for disruptive students.
4. Collaborating and partnering with after-school programs."

Strategies that we will use to implement the Discipline Foundation Policy:

- Engage and inform teachers and all school staff through professional development and training.
- Engage and inform students about new expectations and code of conduct with consequences for student conduct.
- Engage and inform parents about new expectations and code of conduct.
- Engage and inform the broader community.
- Monitor and evaluate the success of the discipline policy through data collection, feedback and assessment. There can be an adjustment of the school-wide, classroom, and individual student intervention and prevention.

Element 11 – Retirement Programs *"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed. Code § 47605 (b)(5)(K)*

Staff at the CPATA Charter School will participate in the federal social security system or will have access to other school-sponsored retirement plans according to policies developed by the Executive Board and adopted as the school's employee policies. The School retains the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System to all eligible employees and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff.

Prior to any changes in the retirement benefit packages, CPATA agrees to provide written notification to all employees. If CPATA opts to participate in outside retirement benefit programs for its full-time employees, these programs will be reviewed with the staff and decided upon annually.

Benefits

All employees at CPATA are at-will employees. The terms and conditions for employment at CPATA will be reviewed in detail during the hiring process and offer of employment.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by CPATA. Health, dental, vision, and related benefits will also be provided to all full-time employees subject to the personnel policy of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with CPATA.

Staff Compensation and Benefits

The Executive Board will adopt a salary schedule policy for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Board, based on the candidate's experience and responsibilities. The salary of the Principal will be set by the CPATA Board.

The salary and benefits package for all employees will be set annually by the CPATA Board.

The CPATA Board shall approve a salary schedule that will reflect a cost of living, years of employment, and educational units over a five year span if funds allow.

Certificated Personnel

Teachers and administrators who hold valid California credentials and meet all eligibility requirements will be part of the State Teachers' Retirement System (STRS). The rights and obligations under this system that apply to the teachers at non-charter schools within the District, shall apply to the eligible teachers at CPATA. CPATA will make contributions to these accounts at the appropriate rate. We will forward all required data to the Los Angeles County Office of Education to facilitate their reporting on our behalf to STRS pursuant to Education Code § 47611.3. Certificated personnel will also have the option to contribute voluntarily from their salary to a 403(b) retirement account.

Classified Personnel

For non-certificated, full-time employees, CPATA does not plan to contribute to PERS; however, the school will contribute to Social Security and a 403(b) retirement account. We reserve the right to change the retirement program for classified personnel if the school administration becomes aware of a more efficient retirement program for which they qualify.

Labor Procedures Which Will Be Applied to Employees

CPATA will not discriminate against any employee on the basis of race, ethnicity, national origin, color, age (40 and above), sex, gender, religion, physical or mental disability, medical condition, status as Vietnam-era veteran or special disabled veteran, sexual orientation, marital status or any other basis protected by federal, state, or local law or ordinance or regulation.

CPATA will be a school of choice. No employee will be required by the District nor the school to work at CPATA. We place high value on the quality of the teachers at our school. Therefore, we will take seriously the recruitment and hiring of our teachers. Our recruitment strategy for the lead teacher will draw upon a variety of resources. We will advertise through the Teach For America, Ed Join, Craig's List, college career placement and alumni offices, California Charter School Association job hotline and Job Fair, word-of-mouth advertising through the teachers we know and their contacts.

The compensation that we will offer at CPATA will be competitive with neighboring school districts to ensure that we are able to attract highly qualified teachers and staff that have the skills necessary to be successful with the children and families of our targeted community.

The salary and benefits package of the Principal will be set annually by the CPATA Board. The salaries or wages and benefits of all other employees will be determined by the Principal within the parameters of the annual budget approved by the CPATA Board.

Before beginning work, all employees of CPATA will undergo background checks as described in Element 5 and in Element 6 of this document. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted on an at-will basis. All employees will be subject to an annual evaluation which will become part of their employee file. The Principal will be evaluated by the Board. All teaching faculty will be evaluated by the Principal. All non-teaching staff will be evaluated by the Principal.

The length of the work day and the academic calendar, including working days and vacations for employees, will be set by the CPATA Board. These working conditions will be clearly stated in the Teacher and Staff Handbook extended to all new and returning employees. CPATA will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Employee Grievance Policy

It is the policy of CPATA to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and eventually lead to a decay of work relationships, dissatisfaction in working conditions, and a decline in operational efficiency. CPATA's grievance policy is intended to solve problems as quickly, fairly, and informally as possible.

Complaints against another Employee:

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with the Principal where both employees are present. The resolution of the Principal shall be considered final.

Complaints against the School or Principal:

In the event an employee believes she/he has been treated unfairly by the administration, including wrongful termination in accordance with laws applicable to at-will employment, the employee should discuss the situation with the Principal in an effort to resolve the issue. If an informal process does not resolve the issue to the employee's satisfaction, the following formal grievance procedure should be followed:

1. The employee should submit the grievance in to the Principal in writing, or to the President of CPATA's Board if the complaint involves the Principal. (If complaint involves Principal, see step 3 and 4 below).

2. The Principal will respond in writing within 3 days of receiving the complaint.

3. If the complaint cannot be resolved by the Principal, or if the complaint involves the Principal, the employee may present the complaint to the President of CPATA's Board. The Board will review the complaint at the next regular board meeting. The employee and any involved parties will have the right to present their case to the Board.

4. The Board will respond in writing on behalf of the Board to the parties concerned within 5 days of rendering a decision. The decision of the Board is final. Extension of times beyond those indicated in the formal steps of the procedure outlined above may be secured through mutual written agreement of the parties involved. Failure by the school administration to comply with the time limitations shall constitute the right of the employee to proceed to the next step of the grievance procedure. There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.

Element 12 –Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code § 47605 (b)(5)(L)

*Pupils who choose not to attend Columbia Preparatory Academy of Technology and Art may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

CPATA will inform parents or guardians of each pupil enrolled in the charter that the pupil has no right to admission in a non charter district school as a consequence of charter school enrollment.

***Element 13 – Employee Rights**

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed. Code § 47605 (b)(5)(M)

Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

***Element 14 – Dispute Resolution**

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Ed. Code § 47605 (b)(5)(N)

The staff and governing board members of Columbia Preparatory Academy of Technology and Art agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Columbia Preparatory Academy of Technology and Art, except any controversy or claim that is in any way related to revocation of this Charter, ("Dispute") pursuant to the terms of this Element 14. Any Dispute between the District and Columbia Preparatory Academy of Technology and Art shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:
To Charter School: Columbia Preparatory Academy of Technology and Art c/o School Principal To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District 333 South Beaudry Avenue, 25th Floor Los Angeles, California 90017

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney's fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be

administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Employer Status and Collective Bargaining

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code)." Ed. Code § 47605 (b) (5) (O)

The Corporation shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act. California Education Code Section 47605 (b)(l 4) requires that a charter designate the procedures to be followed by the Charter School and the "entity" creating the charter in the event of a dispute relating to the provisions of the charter. In the case of Columbia Preparatory Academy of Technology and Art Charter School Petition, the entity creating the charter shall be the Los Angeles Unified School District.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an at-will basis.

Element 16 – Procedures to be Used if the Charter School Closes

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Ed. Code § 47605 (b)(5)(P)

*Revocation

The District may revoke the charter if Columbia Preparatory Academy of Technology and Art commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Columbia Preparatory Academy of Technology and Art if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

- Columbia Preparatory Academy of Technology and Art committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Columbia Preparatory Academy of Technology and Art failed to meet or pursue any of the pupil outcomes identified in the charter.
- Columbia Preparatory Academy of Technology and Art failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Columbia Preparatory Academy of Technology and Art violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the [Charter School] in writing of the specific violation, and give the [Charter School] a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

*Closure Procedures

The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the Charter School close for any reason. The decision to close Columbia Preparatory Academy of Technology and Art either by the Columbia Preparatory Academy of Technology and Art governing Board or by the LAUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the school; or the Charter lapses. In the event of such a Closure Action or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. Identification of a responsible person(s) – e.g., Director, Financial Officer, President of the Charter School's governing board, to oversee and conduct the closure process.

2. Written notification to parents/guardians/caregivers of the enrolled students of the Columbia Preparatory Academy of Technology and Art will be issued by Columbia Preparatory Academy of Technology and Art within 72 hours after the determination of a Closure Action and the effective date of closure. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.

a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. The charter school will provide the District with original cumulative files pursuant to District policy for all students both active and inactive at the charter school. Parents will be provided with a copy of their child's cumulative records from the charter school.

b. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another as indicated above.

c. Parents will also be provided with student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements and a transcript, and State testing results.

d. The charter school will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date . If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known.

e. The original cumulative files should be organized for District pick up in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the pickup of the student records. The charter school is responsible for ensuring student records have been maintained in compliance with the LAUSD Cumulative Records Handbook and applicable State Education Code provisions. A fee will be charged to the Charter School based on the number of student records to be evaluated, transferred, digitized, and maintained by the District. The fee will be determined once the total number of records has been established and agreed upon.

f. The charter school must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

g. The Charter school will provide to the ICSD a copy of student attendance records,
teacher grade books, school payroll records, and Title I records (if applicable)

3. Written notification to LAUSD and any other school districts of residence of the list of

returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.

4. Transfer of the original student records to the District, within seven calendar days from the determination of an Action to Close.

5. Written notification to the California Department of Education, the Los Angeles County Office of Education, and the Special Education Local Planning Area (SELPA) in which the Charter School participates, of the Closure Action shall be made by the Columbia Preparatory Academy of Technology and Art by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of these correspondences to the ICSD.

6. The Columbia Preparatory Academy of Technology and Art shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.

7. A financial closeout audit of the Charter School will be paid for by the Columbia Preparatory Academy of Technology and Art to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Columbia Preparatory Academy of Technology and Art will be the responsibility of the Columbia Preparatory Academy of Technology and Art and not LAUSD. Columbia Preparatory Academy of Technology and Art understands and acknowledges that Columbia Preparatory Academy of Technology and Art will cover the outstanding debts or liabilities of Columbia Preparatory Academy of Technology and Art. Any unused monies at the time of the audit will be returned to the appropriate funding source. Columbia Preparatory Academy of Technology and Art understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Columbia Preparatory Academy of Technology and Art participates, and other categorical funds will be returned to the source of funds.

8. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Columbia Preparatory Academy of Technology and Art Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

9. The Columbia Preparatory Academy of Technology and Art Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

10. In addition to a final audit, Columbia Preparatory Academy of Technology and Art will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

11. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

12. The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

13. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Copy the LAUSD on all correspondence.

14. Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File the final withholding tax return (Treasury Form 165).

e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Columbia Preparatory Academy of Technology and Art's right to operate as a Charter School or cause Columbia Preparatory Academy of Technology and Art to cease operation. Columbia Preparatory Academy of Technology and Art and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16.

The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

***Facilities**
Proposed Charter School Location: Carson, CA 90746 zip code
Names of District school sites near proposed location: Ambler Elem, Annalee Elem., Broadacres Elem.,Leapwood Elem., Town Elem., Magnolia Science Academy #3.

Proposed Charter School to be located within the boundaries of LAUSD. YES

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use. Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
- Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall

have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING,LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities.

Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility.

The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall

provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm Charters using District facilities will need to ensure that the facilities have been inspected by the Asbestos Technical Unit prior to occupancy.

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.