INTERNAL REVENUE SERVICE
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DEPARTMENT OF THE TREASURY

Date: NOV 29 2006

LOS FELIZ CHARTER SCHOOL FOR THE ARTS
C/O MR. TEDDY KAPUR
400 SOUTH HOPE STREET
LOS ANGELES, CA 90071

Employer Identification Number:
20-3001046
DLN:
17053319018015
Contact Person:
TYRONE THOMAS ID# 95046
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 1, 2005
Contribution Deductibility:
Yes

Dear Applicant:

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

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

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

Sincerely,

Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

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

Letter 947 (DO/CG)

As the Principal and Executive Director of Los Feliz Charter School For the Arts Organization, I make the following assurances to Los Angeles Unified School District:

I. Los Feliz Charter School For the Arts will enroll the requisite number of students from the impacted campuses that the new and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.

Karin L. Newlin — Signature

January 11, 2010 — Date

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

Karin L. Newlin — Signature

January 11, 2010 — Date

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

Karin L. Newlin — Signature

January 11, 2010 — Date

APPENDIX C

International Society for Technology in Education
Standards

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.
d. identify trends and forecast possibilities.

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
c. develop cultural understanding and global awareness by engaging with learners of other cultures.
d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.

APPENDIX D

LFCSA Subject Standards by Grade Level

Language Arts - Literacy

Kindergarten

Reading Skills and Strategies:

Concepts about Print:

1.1 Identify the front cover, back cover, and title page of a book.
1.2 Follow words from left to right and from top to bottom on the printed page.
1.3 Understand that printed materials provide information.
1.4 Recognize that sentences in print are made up of separate words.
1.5 Distinguish letters from words.
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic awareness:

1.9 Blend vowel-consonant sounds 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.

Reading Comprehension:

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* (California Department of Education, 2002) illustrate the quality and complexity of the materials to be read by students.

2.1 Locate the title, table of contents, name of author, and name of illustrator.
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.

Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

3.1 Distinguish fantasy from realistic text.
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs,
3.3 Identify characters, settings, and important events.

Writing Strategies:

1.1 Use letters and phonetically spelled words to write about experiences, stories, And people.

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.

1.4 Write uppercase and lowercase letters of the alphabet independently

Written and Oral English Language Conventions

1.1 Recognize and use complete, coherent sentences when speaking.

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

Listening and Listening:

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

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

2.2 Recite short poems, rhymes, and songs.

2.3 Relate an experience or creative story in a logical sequence.

First Grade

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 sentencesPhonemic 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

1.6 Create and state a series of rhyming words, including consonant blends.

1.7 Add, delete, or change target sounds to change words

1.10 Generate the sounds of all the letters and letter patterns, consonant blends .

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.

1.13 Read compound words and contractions.

1.14 Read inflectional forms and root words..

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

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

Reading Comprehension

2.1 Identify texts that uses sequence or other logical order.

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.

2.6 Relate prior knowledge to textual information.

2.7 Retell the central ideas of simple expository or narrative passages.

Literary Response and Analysis

3.1 Identify and describe the elements of plot, setting, and character(s) in a story,

3.2 Describe the roles of authors and illustrators and their contributions to print materials.

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

Writing

Strategies

1.1 Select a focus when writing.
1.2 Use descriptive words when writing.
1.3 Print legibly and space letters, words, and sentences appropriately.

Applications (Genres and Their Characteristics)

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.

Conventions

1.1 Write and speak in complete, coherent sentences.
1.2 Identify and correctly use singular and plural nouns.
1.3 Identify and correctly use contractions in writing and speaking.
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.
1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I.*
1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Listening and Speaking

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.
2.1 Recite poems, rhymes, songs, and stories.
2.2 Retell stories relating the events by answering *who, what, when, where, why,* and *how.*
2.3 Relate an important life event or personal experience in a simple sequence.
2.4 Provide descriptions with careful attention to sensory detail.

Second Grade

Reading

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
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.
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.
2.1 Use titles, tables of contents, and chapter headings to locate information in expository 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
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.
3.1 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

1.1 Group related ideas and maintain a consistent focus.
1.2 Create readable documents with legible handwriting.
1.3 Understand the purposes of various reference materials.
1.4 Revise original drafts to improve sequence and provide more descriptive detail.
2.1 Write brief narratives based on their experiences: Move through a logical sequence of events. 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

1.1 Distinguish between complete and incomplete sentences.
1.2 Recognize and use the correct word order in written sentences.
1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.
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.
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.
1.7 Spell frequently used, irregular words correctly.
1.8 Spell basic short-vowel, long-vowel, *r*- controlled, and consonant-blend patterns correctly.

Listening and Speaking

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.
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.

Third Grade

Reading:

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.
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.
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in 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).
3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).
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:

1.1 Create a single paragraph: Develop a topic sentence. Include simple supporting facts and details.
1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.
1.3 Understand the structure and organization of various reference
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.
2.1 Write narratives
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:
able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.
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.
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.
1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

Listening and Speaking

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).
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.

Fourth Grade

Reading

1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
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.
2.1 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.
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
3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
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

1.1 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:
Provide an introductory paragraph.
Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
Include supporting paragraphs with simple facts, details, and explanations.
Conclude with a paragraph that summarizes the points.
Use correct indention.
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).
1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
2.1 Write narratives:
2.2 Write responses to literature:
2.3 Write information reports:
2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.
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.
1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
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.
1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Listening and Speaking

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

2.1 Make narrative presentations:
2.2 Make informational presentations:
2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

Fifth Grade

Standards:

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
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.
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
2.2 Analyze text that is organized in sequential or chronological order.
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.
3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
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
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
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

1.1 Create multiple-paragraph narrative compositions:
1.2 Create multiple-paragraph expository compositions:
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.
1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
2.1 Write narratives:
2.2 Write responses to literature:
2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
2.4 Write persuasive letters or compositions:

Written and Oral Language Conventions

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.
1.2 Identify and correctly use verbs that are often misused (e.g., *lie/ lay, sit/ set, rise/ raise),* modifiers, and pronouns.
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.
1.4 Use correct capitalization.
1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking

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.
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.
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.
2.1 Deliver narrative presentations:
2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
2.3 Deliver oral responses to literature:

Mathematics

Kindergarten

Number Sense

1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):
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.

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).

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

Measurement and Geometry

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

1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects
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 identify common objects in their environment and describe the geometric features:
2.1 Identify and describe common geometric objects 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 collect information about objects and events in their environment:
1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.
1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

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 and strategies, such as manipulatives or sketches, to model problems.
2.0 Students 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

First Grade:

Standards

Number Sense

1.0 Students 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 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 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.

Second Grade:

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.

Measurement and Geometry

1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:
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.).
2.0 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 grow and describe them in general ways:
2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two horses, three horses, four horses).
2.2 Solve problems involving simple number patterns.

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.

Third Grade:

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
2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number
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
1.4 Express simple unit conversions in symbolic form
1.5 Recognize and use the commutative and associative properties of multiplication
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.

Statistics, Data Analysis, and Probability

1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:
1.1 Identify whether common events are certain, likely, unlikely, or improbable.
1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.
1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).
1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

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.

Fourth Grade:

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 x 3 = 2 x 6 = 2 x 2 x 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 x 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 diameter 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

Fifth Grade:

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.

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.

Social Science

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.

- Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
- Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
- 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.

- Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.

- Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
- Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
- 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.
- 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.

- 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).
- 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.
- 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).

First Grade:

Standards

1.1 Students describe the rights and individual responsibilities of citizenship.

- Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.
- 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.

- Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
- 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.
- Construct a simple map, using cardinal directions and map symbols.
- 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.

- Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").
- Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
- 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.

- Examine the structure of schools and communities in the past.

- Study transportation methods of earlier days.
- 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.

- 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.
- Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
- 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.

Second Grade:

Standards:

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

- Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
- Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.
- Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).

2.3 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

- 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).
- 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.
- 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.
- 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.

- Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
- 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.

- Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
- Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
- 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,

Third Grade:

Standards:

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.

- Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
- Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

- Describe national identities, religious beliefs, customs, and various folklore traditions.
- 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).
- Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
- 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.

- 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.
- Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
- 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.

- 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.
- 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.
- 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).
- Understand the three branches of government, with an emphasis on local government.
- 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.
- 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.

- 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.
- Understand that some goods are made locally, some elsewhere in the United States, and some abroad.

- Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
- Discuss the relationship of students' "work" in school and their personal human capital.

Fourth Grade:

Standards

4.3 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

- Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
- Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
- 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.
- Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
- 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.

- 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.
- 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.
- 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).
- 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.
- Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
- Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
- Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
- 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.

- Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
- Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
- 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).
- Study the lives of women who helped build early California (e.g., Biddy Mason).

- 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.

- 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.
- 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.
- 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).
- Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
- Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
- Describe the development and locations of new industries since the nineteenth 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.
- Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs.
- Describe the history and development of California's public education system, including universities and community colleges.
- 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.

- 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).
- Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
- 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.
- Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
- Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

Fifth Grade:

Standards

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.

- 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.
- Describe their varied customs and folklore traditions.
- 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.

- 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).
- 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).
- 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.
- 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.

- Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
- 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).
- 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).
- 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).
- Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
- Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

- 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.
- 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).
- Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
- 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.
- 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.

- 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.
- 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.

- 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).
- Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
- 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.
- Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.6 Students understand the course and consequences of the American Revolution.

- 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.
- Describe the contributions of France and other nations and of individuals to the out-come 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).
- Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
- 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.
- 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.
- 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.
- 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.

- List the shortcomings of the Articles of Confederation as set forth by their critics.
- 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.
- Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
- 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.
- 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.
- 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.

- 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).
- 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).
- Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
- 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).
- Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
- 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.
- Students know the location of the current 50 states and the names of their capitals.

Science

Kindergarten

Standards

Physical Sciences

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

- *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).
- *Students know* stories sometimes give plants and animals attributes they do not really have.
- *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:

- *Students know* characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
- *Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
- *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:

- Observe common objects by using the five senses.
- Describe the properties of common objects.
- Describe the relative position of objects by using one reference (e.g., above or below).
- Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).

Communicate observations orally and through drawings.

First Grade:

Standards

Physical Sciences

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

- *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).
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- Describe the properties of common objects.
- Describe the relative position of objects by using one reference (e.g., above or below).
- Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
- Communicate observations orally and through drawings.

Second Grade

Standards:

Physical Sciences

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

- *Students know* the position of an object can be described by locating it in relation to another object or to the background.
- *Students know* an object's motion can be described by recording the change in position of the object over time.
- *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.
- *Students know* tools and machines are used to apply pushes and pulls (forces) to make things move.
- *Students know* objects fall to the ground unless something holds them up.
- *Students know* magnets can be used to make some objects move without being touched.
- *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:

- *Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- *Students know* the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
- *Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
- *Students know* there is variation among individuals of one kind within a population.
- *Students know* light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
- *Students know* flowers and fruits are associated with reproduction in plants.

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:

- *Students know* how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.
- *Students know* smaller rocks come from the breakage and weathering of larger rocks.
- *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.
- *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.
- *Students know* rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

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:

- Make predictions based on observed patterns and not random guessing.
- Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
- Compare and sort common objects according to two or more physical attributes (e. g., color, shape, texture, size, weight).
- Write or draw descriptions of a sequence of steps, events, and observations.
- Construct bar graphs to record data, using appropriately labeled axes.

- Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.

Follow oral instructions for a scientific investigation.

Third Grade:

Standards

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:

- *Students know* energy comes from the Sun to Earth in the form of light.
- *Students know* sources of stored energy take many forms, such as food, fuel, and batteries.
- *Students know* machines and living things convert stored energy to motion and heat.
- *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.
- *Students know* matter has three forms: solid, liquid, and gas.
- *Students know* evaporation and melting are changes that occur when the objects are heated.
- *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.
- *Students know* all matter is made of small particles called atoms, too small to see with the naked eye.
- *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:

- Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
- Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- 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.
- Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
- 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:

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

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

- Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
- Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
- Use numerical data in describing and comparing objects, events, and measurements.
- Predict the outcome of a simple investigation and compare the result with the prediction.

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

Fourth Grade:

Standards:

Physical Sciences

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

- *Students know* how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
- *Students know* how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
- *Students know* electric currents produce magnetic fields and know how to build a simple electromagnet.
- *Students know* the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
- *Students know* electrically charged objects attract or repel each other.
- *Students know* that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
- *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:

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

- *Students know* ecosystems can be characterized by their living and nonliving components.
- *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.
- *Students know* many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
- *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:

- *Students know* how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
- *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.
- Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:
- *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.
- *Students know* natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
- *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:

- Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
- Measure and estimate the weight, length, or volume of objects.
- Formulate and justify predictions based on cause-and-effect relationships.
- Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
- Construct and interpret graphs from measurements.

Follow a set of written instructions for a scientific investigation.

Fifth Grade:

Standards:

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:

- *Students know* that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
- *Students know* all matter is made of atoms, which may combine to form molecules.
- *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.
- *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.
- *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.
- *Students know* differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
- *Students know* properties of solid, liquid, and gaseous substances, such as sugar ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2).
- *Students know* living organisms and most materials are composed of just a few elements.
- *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:

- *Students know* many multicellular organisms have specialized structures to support the transport of materials.
- *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.
- *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.
- *Students know* the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
- *Students know* how sugar, water, and minerals are transported in a vascular plant.
- *Students know* plants use carbon dioxide (CO_2) and energy from sunlight to build molecules of sugar and release oxygen.
- *Students know* plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO_2) 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:

- *Students know* most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
- *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.
- *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.
- *Students know* that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
- *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:

- *Students know* uneven heating of Earth causes air movements (convection currents).
- *Students know* the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
- *Students know* the causes and effects of different types of severe weather.
- *Students know* how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
- *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.

The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

- *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.
- *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.
- *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:

- Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
- Develop a testable question.
- Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
- Identify the dependent and controlled variables in an investigation.
- 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.
- Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
- Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
- Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

Music

Kindergarten

Standards

1.0 ARTISTIC PERCEPTION
1.1 Use icons or invented symbols to represent beat.
1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).
2.0 CREATIVE EXPRESSION
2.1 Use the singing voice to echo short melodic patterns.
2.2 Sing age-appropriate songs from memory.
2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.
2.4 Create accompaniments, using the voice or a variety of classroom instruments.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Identify the various uses of music in daily experiences.
3.2 Sing and play simple singing games from various cultures.
3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.
3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).
4.0 AESTHETIC VALUING
4.1 Create movements that correspond to specific music.
4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.

First Grade:

Standards

1.0 ARTISTIC PERCEPTION

1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).
Listen to, Analyze, and Describe Music
1.2 Identify simple musical forms (e.g., phrase, AB, echo).
1.3 Identify common instruments visually and aurally in a variety of music.
2.0 CREATIVE EXPRESSION
2.1 Sing with accuracy in a developmentally appropriate range.
2.2 Sing age-appropriate songs from memory.
2.3 Play simple accompaniments on classroom instruments.
Compose, Arrange, and Improvise
2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.
3.2 Sing and play simple singing games from various cultures.
3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.
3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).
4.0 AESTHETIC VALUING
4.1 Create movements to music that reflect focused listening.
4.2 Describe how ideas or moods are communicated through music.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Recognize and explain how people respond to their world through music.
5.2 Describe how the performance of songs and dances improves after practice and rehearsal.

Second Grade:
Standards
1.0 ARTISTIC PERCEPTION
1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.
1.2 Read, write, and perform simple patterns of pitch, using solfege.
1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.
1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA.
1.5 Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.
2.0 CREATIVE EXPRESSION
2.1 Sing with accuracy in a developmentally appropriate range.
2.2 Sing age-appropriate songs from memory.
2.3 Play rhythmic ostinatos on classroom instruments.
2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Identify the uses of specific music in daily or special events.
3.2 Sing simple songs and play singing games from various cultures.
3.3 Describe music from various cultures.
4.0 AESTHETIC VALUING
4.1 Use the terminology of music in discussing individual preferences for specific music.

4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.
4.3 Identify how musical elements communicate ideas or moods.
4.4 Respond to a live performance with appropriate audience behavior.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).
5.2 Identify and discuss who composes and performs music.

Third Grade:
Standards
1.0 ARTISTIC PERCEPTION
1.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.
1.2 Read, write, and perform pentatonic patterns, using solfege.
Listen to, Analyze, and Describe Music
1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.
1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.
1.5 Describe the way in which sound is produced on various instruments.
1.6 Identify simple musical forms (e.g., AABA, AABB, round).
2.0 CREATIVE EXPRESSION
2.1 Sing with accuracy in a developmentally appropriate range.
2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.
2.3 Play rhythmic and melodic ostinatos on classroom instruments.
2.4 Create short rhythmic and melodic phrases in question-and-answer form.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Identify the uses of music in various cultures and time periods.
3.2 Sing memorized songs from diverse cultures.
3.3 Play memorized songs from diverse cultures.
3.4 Identify differences and commonalities in music from various cultures.
4.0 AESTHETIC VALUING
4.1 Select and use specific criteria in making judgments about the quality of a musical performance.
4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
4.3 Describe how specific musical elements communicate particular ideas or moods in music.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).
5.2 Identify what musicians and composers do to create music.

Fourth Grade:
Standards
1.0 ARTISTIC PERCEPTION
1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege.
1.2 Read, write, and perform diatonic scales.
1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).
1.4 Describe music according to its elements, using the terminology of music.
1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordaphone, membranophone).
1.6 Recognize and describe aural examples of musical forms, including rondo.
2.0 CREATIVE EXPRESSION

2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.
2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.
2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Explain the relationship between music and events in history.
3.2 Identify music from diverse cultures and time periods.
3.3 Sing and play music from diverse cultures and time periods.
3.4 Compare musical styles from two or more cultures.
3.5 Recognize the influence of various cultures on music in California.
4.0 AESTHETIC VALUING
4.1 Use specific criteria when judging the relative quality of musical performances.
4.2 Describe the characteristics that make a performance a work of art.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Identify and interpret expressive characteristics in works of art and music.
5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.
5.3 Relate dance movements to express musical elements or represent musical intent in specific music.
5.4 Evaluate improvement in personal musical performances after practice or rehearsal.

Fifth Grade:
Standards
1.0 ARTISTIC PERCEPTION
1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys.
1.2 Read, write, and perform major and minor scales.
1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.
1.4 Analyze the use of music elements in aural examples from various genres and cultures.
1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.
1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.
2.0 CREATIVE EXPRESSION
2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.
2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.
2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).
3.2 Identify different or similar uses of musical elements in music from diverse cultures.
3.3 Sing and play music from diverse cultures and time periods.
3.4 Describe the influence of various cultures and historical events on musical forms and styles.
3.5 Describe the influences of various cultures on the music of the United States.
4.0 AESTHETIC VALUING
4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.
4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Explain the role of music in community events.
5.2 Identify ways in which the music professions are similar to or different from one another.

Visual Arts

Kindergarten
Standards
1.0 ARTISTIC PERCEPTION
1.1 Recognize and describe simple patterns found in the environment and works of art.
1.2 Name art materials (e.g., clay, paint, and crayons) introduced in lessons.
Analyze Art Elements and Principles of Design
1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.
2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in the Visual Arts
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
Skills, Processes, Materials, and Tools
2.1 Use lines, shapes/forms, and colors to make patterns.
2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
2.3 Make a collage with cut or torn paper shapes/forms.
Communication and Expression Through Original Works of Art
2.4 Paint pictures expressing ideas about family and neighborhood.
2.5 Use lines in drawings and paintings to express feelings.
2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art. 2.7 Create a three-dimensional form, such as a real or imaginary animal.
3.0 HISTORICAL AND CULTURAL CONTEXT
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.
Role and Development of the Visual Arts
3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.
3.2 Identify and describe works of art that show people doing things together.
Diversity of the Visual Arts
3.3 Look at and discuss works of art from a variety of times and places.
4.0 AESTHETIC VALUING
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
Derive Meaning
4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
4.2 Describe what is seen (including both literal and expressive content) in selected works of art.
Make Informed Judgments
4.3 Discuss how and why they made a specific work of art.
4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

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

Connections and Applications

5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.

5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.

Visual Literacy

5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

Careers and Career-Related Skills

5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

First Grade:

Standards

1.0 ARTISTIC PERCEPTION

1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.

1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

2.0 CREATIVE EXPRESSION

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.1 Use texture in two-dimensional and three-dimensional works of art.

2.2 Mix secondary colors from primary colors and describe the process.

2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and paper maché) to create form and texture in works of art.

2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.

2.5 Create a representational sculpture based on people, animals, or buildings.

2.6 Draw or paint a still life, using secondary colors.

2.7 Use visual and actual texture in original works of art.

2.8 Create artwork based on observations of actual objects and everyday scenes.

3.0 HISTORICAL AND CULTURAL CONTEXT

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.

3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

3.3 View and then describe art from various cultures.

3.4 Identify art objects from various cultures (e.g., Japanese screen painting, Mexican tin art, African masks) and describe what they have in common and how they differ.

4.0 AESTHETIC VALUING

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

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

4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).
4.2 Identify and describe various reasons for making art.
4.3 Describe how and why they made a selected work of art, focusing on the media and technique.
4.4 Select something they like about their work of art and something they would change.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.1 Clap out rhythmic patterns found in the lyrics of music and use symbols to create visual representations of the patterns.
5.2 Compare and contrast objects of folk art from various time periods and cultures.
5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).
5.4 Describe objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.

Second Grade:

Standards

1.0 ARTISTIC PERCEPTION

1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
1.2 Perceive and discuss differences in mood created by warm and cool colors.
1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

2.0 CREATIVE EXPRESSION

2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.
2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.
2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.
2.4 Create a painting or drawing, using warm or cool colors expressively.
2.5 Use bilateral or radial symmetry to create visual balance.

3.0 HISTORICAL AND CULTURAL CONTEXT

3.1 Explain how artists use their work to share experiences or communicate ideas.
3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.
3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

4.0 AESTHETIC VALUING

4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.
4.2 Compare different responses to the same work of art.
4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.
4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).
5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.
5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).
5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).

Third Grade:

Standards

1.0 ARTISTIC PERCEPTION

1.1 Perceive and describe rhythm and movement in works of art and in the environment.
1.2 Describe how artists use tints and shades in painting.
1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.
1.4 Compare and contrast two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer).
1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

2.0 CREATIVE EXPRESSION

2.1 Explore ideas for art in a personal sketchbook.
2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.
2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.
2.5 Create an imaginative clay sculpture based on an organic form.
2.6 Create an original work of art emphasizing rhythm and movement, using a selected printing process.

3.0 HISTORICAL AND CULTURAL CONTEXT

3.1 Compare and describe various works of art that have a similar theme and were created at different time periods.
3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.
3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art.
3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers).
3.5 Write about a work of art that reflects a student's own cultural background.

4.0 AESTHETIC VALUING

4.1 Compare and contrast selected works of art and describe them, using appropriate vocabulary of art.
4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.
4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.1 Describe how costumes contribute to the meaning of a dance.
5.2 Write a poem or story inspired by their own works of art.
5.3 Look at images in figurative works of art and predict what might happen next, telling what clues in the work support their ideas.
5.4 Describe how artists (e.g., architects, book illustrators, muralists, industrial designers) have affected people's lives.

Fourth Grade:

Standards

1.0 ARTISTIC PERCEPTION

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Perceive and describe contrast and emphasis in works of art and in the environment.

1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.
1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.
1.4 Describe the concept of proportion (in face, figure) as used in works of art.
Analyze Art Elements and Principles of Design
1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

2.0 CREATIVE EXPRESSION

Skills, Processes, Materials, and Tools
2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).
2.2 Use the conventions of facial and figure proportions in a figure study.
2.3 Use additive and subtractive processes in making simple sculptural forms.
2.4 Use fibers or other materials to create a simple weaving.
Communication and Expression Through Original Works of Art
2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.
2.6 Use the interaction between positive and negative space expressively in a work of art.
2.7 Use contrast (light and dark) expressively in an original work of art.
2.8 Use complementary colors in an original composition to show contrast and emphasis.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role and Development of the Visual Arts
3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).
Diversity of the Visual Arts
3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.
3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.

4.0 AESTHETIC VALUING

Derive Meaning
4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.
4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.
4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.
Make Informed Judgments
4.4 Identify and describe how various cultures define and value art differently.
4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications
5.1 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.
5.2 Identify through research twentieth-century artists who have incorporated symmetry as a part of their work and then create a work of art, using bilateral or radial symmetry.
Visual Literacy
5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

Careers and Career-Related Skills
5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.

Fifth Grade:
Standards
1.0 ARTISTIC PERCEPTION
Develop Perceptual Skills and Visual Arts Vocabulary
1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.
Analyze Art Elements and Principles of Design
1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.
2.0 CREATIVE EXPRESSION
Skills, Processes, Materials, and Tools
2.1 Use one-point perspective to create the illusion of space.
2.2 Create gesture and contour observational drawings.
2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).
Communication and Expression Through Original Works of Art
2.4 Create an expressive abstract composition based on real objects.
2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.
2.6 Use perspective in an original work of art to create a real or imaginary scene.
2.7 Communicate values, opinions, or personal insights through an original work of art.
3.0 HISTORICAL AND CULTURAL CONTEXT
Role and Development of the Visual Arts
3.1 Describe how local and national art galleries and museums contribute to the conservation of art.
3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide.
Diversity of the Visual Arts
3.3 Identify and compare works of art from various regions of the United States.
3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.
4.0 AESTHETIC VALUING
Derive Meaning
4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.
4.2 Compare the different purposes of a specific culture for creating art.
Make Informed Judgments
4.3 Develop and use specific criteria as individuals and in groups to assess works of art.
4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connections and Applications
5.1 Use linear perspective to depict geometric objects in space.
Visual Literacy
5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Careers and Career-Related Skills
5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

Theater Arts

Standards
1.0 ARTISTIC PERCEPTION
1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.
1.2 Identify differences between real people and imaginary characters.
2.0 CREATIVE EXPRESSION
2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).
2.2 Perform group pantomimes and improvisations to retell familiar stories.
2.3 Use costumes and props in role playing.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.
3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.
4.0 AESTHETIC VALUING
4.1 Respond appropriately to a theatrical experience as an audience member.
Derivation of Meaning from Works of Theatre
4.2 Compare a real story with a fantasy story.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under.
5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story

First Grade
Standards
1.0 ARTISTIC PERCEPTION
1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.
1.2 Observe and describe the traits of a character.
2.0 CREATIVE EXPRESSION
2.1 Demonstrate skills in pantomime, tableau, and improvisation.
Creation/Invention in Theatre
2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Identify the cultural and geographic origins of stories.
3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
3.3 Describe the roles and responsibilities of audience and actor.
4.0 AESTHETIC VALUING
4.1 Describe what was liked about a theatrical work or a story.
4.2 Identify and discuss emotional reactions to a theatrical experience.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.
Careers and Career-Related Skills
5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

Second Grade
Standards
1.0 ARTISTIC PERCEPTION
1.1 Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.
1.2 Use body and voice to improvise alternative endings to a story.
2.0 CREATIVE EXPRESSION
2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration.
2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.
2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.
2.4 Create costume pieces, props, or sets for a theatrical experience.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Identify theatre and storytelling forms from different cultures.
3.2 Identify universal characters in stories and plays from different periods and places.
4.0 AESTHETIC VALUING
4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.
4.2 Respond to a live performance with appropriate audience behavior.
4.3 Identify the message or moral of a work of theatre.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.
5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.

Third Grade
Standards
1.0 ARTISTIC PERCEPTION
1.1 Use the vocabulary of theatre, such as *character, setting, conflict, audience, motivation, props, stage areas, and blocking,* to describe theatrical experiences.
1.2 Identify who, what, where, when, and why (the Five Ws) in a theatrical experience.
2.0 CREATIVE EXPRESSION
2.1 Participate in cooperative script writing or improvisations that incorporate the Five Ws.
2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Dramatize different cultural versions of similar stories from around the world.
3.2 Identify universal themes in stories and plays from different periods and places.
4.0 AESTHETIC VALUING
4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.
4.2 Compare the content or message in two different works of theatre.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the Five Ws.
5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences

Fourth Grade
Standards
1.0 ARTISTIC PERCEPTION
1.1 Use the vocabulary of theatre, such as *plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters*, to describe theatrical experiences.
Comprehension and Analysis of the Elements of Theatre
1.2 Identify a character's objectives and motivations to explain that character's behavior.
1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. *Examples*: I want you to *go*. I want you to *go*. I want you to *go*.
2.0 CREATIVE EXPRESSION
2.1 Demonstrate the emotional traits of a character through gesture and action.
Creation/Invention in Theatre
2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).
2.3 Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.
History of Theatre
3.2 Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.
4.0 AESTHETIC VALUING
4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.
4.2 Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.
Derivation of Meaning from Works of Theatre
4.3 Describe students responses to a work of theatre and explain what the scriptwriter did to elicit those responses.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Dramatize events in California history.
5.2 Use improvisation and dramatization to explore concepts in other content areas.
Careers and Career-Related Skills
5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.

Fifth Grade
Standards
1.0 ARTISTIC PERCEPTION
1.1 Use the vocabulary of theatre, such as *sense memory, script, cue, monologue, dialogue, protagonist, and antagonist*, to describe theatrical experiences.
1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

2.0 CREATIVE EXPRESSION
2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.
2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.
2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.
3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.
3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.
3.4 Identify types of early American theatre, such as melodrama and musical theatre.
4.0 AESTHETIC VALUING
4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.
4.2 Describe devices actors use to convey meaning or intent in commercials on television.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history social science.
5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.

Dance

Kindergarten
Standards
1.0 ARTISTIC PERCEPTION
1.1 Build the range and capacity to move in a variety of ways.
1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).
1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).
2.0 CREATIVE EXPRESSION
2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).
2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.
2.3 Respond spontaneously to different types of music, rhythms, and sounds.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Name and perform folk/traditional dances from the United States and other countries.
4.0 AESTHETIC VALUING
4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Give examples of the relationship between everyday movement in school and dance movement

First Grade:
Standards
1.0 ARTISTIC PERCEPTION

1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).
1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).
1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).
2.0 CREATIVE EXPRESSION
2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement).
2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).
2.3 Create a short movement sequence with a beginning, a middle, and an end.
2.4 Create shapes and movements at low, middle, and high levels.
2.5 Imitate simple movement patterns.
2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement.
2.7 Perform improvised movement ideas for peers.
2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes high, medium, and low; create slow and fast movements).
3.0 HISTORICAL AND CULTURAL CONTEXT
Development of Dance
3.1 Name and perform folk/traditional dances from other countries.
3.2 Describe aspects of the style, costumes, and music of a dance.
3.3 List commonalities among basic locomotor movements in dances from various countries.
3.4 Identify where and when people dance.
4.0 AESTHETIC VALUING
4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).
4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa).
4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).
5.2 Give examples of how dance relates to other subjects (e.g., mathematics shape, counting; language arts beginning, middle, and end).

Second Grade:
Standards
1.0 ARTISTIC PERCEPTION
1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll).
1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist).
1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting).
1.4 Expand the ability to incorporate spatial concepts with movement problems.
1.5 Name a large number of locomotor and axial movements used in dance.
2.0 CREATIVE EXPRESSION
2.1 Create and improvise movement patterns and sequences.
2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).
2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and

directional changes.
2.4 Create shapes and movements, using fast and slow tempos.
2.5 Develop a dance phrase that has a sense of unity.
2.6 Create, memorize, and perform original expressive movements for peers.
2.7 Work cooperatively in small and large groups.
2.8 Demonstrate partner skills (e.g., imitating and leading/following).
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Name and perform social and traditional dances from various cultures.
3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries.
3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).
3.4 Describe dances seen in celebrations and community events.
4.0 AESTHETIC VALUING
4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy).
4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).
4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).

Third Grade:
Standards
1.0 ARTISTIC PERCEPTION
1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).
1.2 Demonstrate the ability to start, change, and stop movement.
1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).
1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different path-ways and using three different tempos).
1.5 Describe dance elements used in personal work and that of others.
2.0 CREATIVE EXPRESSION
2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.
2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).
2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.
2.4 Create a wide variety of shapes and movements, using different levels in space.
2.5 Perform dances to communicate personal meaning, using focus and expression.
2.6 Compare and contrast the role of the performer with that of a member of the audience.
2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring).
2.8 Create, memorize, and perform original movement sequences with a partner or a small.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Describe commonalities among and differences between dances from various countries.
3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).

3.3 Explain the function of dance in ceremonial and social community events in Native American cultures.
3.4 Describe how costumes and shoes influence dance movement.
3.5 Name and demonstrate dances of Native Americans.
4.0 AESTHETIC VALUING
4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).
4.2 Explain and demonstrate what it means to be a good audience member.
4.3 Explain how a performers dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Explain relationships between dance elements and other subjects (e.g., spatial path-ways maps and grids; geometric shapes body shapes).
5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).
5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities.
5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).

Fourth Grade:
Standards
1.0 ARTISTIC PERCEPTION
1.1 Demonstrate mental concentration and physical control in performing dance skills.
1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.
1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong).
1.4 Explain the principles of variety, contrast, and unity and apply to a dance sequence.
1.5 Describe a specific movement, using appropriate dance vocabulary.
1.6 Identify, define, and use phrasing in dances learned or observed.
2.0 CREATIVE EXPRESSION
2.1 Create, develop, and memorize set movement patterns and sequences.
2.2 Improvise extended movement phrases.
2.3 Describe, discuss, and analyze the process used by choreographers to create a dance.
2.4 Create a dance study that has a beginning, a middle, and an end. Review, revise, and refine.
2.5 Convey a range of feelings through shape/postures and movements when performing for peers.
2.6 Perform improvised movement and dance studies with focus and expression.
2.7 Demonstrate additional partner and group skills (e.g., imitating, leading/following, mirroring, calling/responding, echoing).
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples).
3.2 Name the musical accompaniment and explain how it relates to the dances they have studied.
3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).
3.4 Perform and identify folk/traditional and social dances from California history.
4.0 AESTHETIC VALUING
4.1 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history social science curriculum (e.g., rhythms, spatial patterns, gestures,

intent).
4.2 Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).
4.3 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression).
4.4 List the expectations the audience has for a performer and vice versa.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character).
5.2 Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards.
5.3 Demonstrate a recognition of personal space and respect for the personal space of others.
5.4 Analyze the choreographic process and its relation to the writing process (e.g., brain-storming, exploring and developing ideas, putting ideas into a form, sequencing).

Fifth Grade:
Standards
1.0 ARTISTIC PERCEPTION
1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.
1.2 Name and use a wide variety of movements (e.g., isolations/whole body).
1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.
1.4 Incorporate the principles of variety, contrast, and unity with dance studies.
1.5 Use appropriate dance vocabulary to describe dances.
2.0 CREATIVE EXPRESSION
2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.
2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.
2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).
2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.
2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.
2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.
3.2 Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.
3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.
4.0 AESTHETIC VALUING
4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed.
4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).
4.3 Identify the special and challenging characteristics of the experience of dancing for an audience.
4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.1 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).
5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).
5.3 Cite examples of the use of technology in the performing arts.
5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/learners.

APPENDIX E

Instructional Strategies

Multiple Intelligences:
Using Howard Gardner's *Theory of Multiple Intelligences* as a guide, teachers will create learning experiences that present material in several ways. Students will also be expected to present their knowledge and skills in multiple ways. While all students will be required to become competent in the verbal and mathematical intelligences measured by standardized tests, the multiple intelligence approach will value the other intelligences as distinct from each other and supporting of each other.

Strategies for implementing multiple intelligences include: Giving lectures and facilitating student note-taking (Linguistic Intelligence); using calculators, classification, problem-solving, quantification (Logical-Mathematical Intelligence); giving students opportunities to create visualizations, and using color cues and graphic symbols (Spatial Intelligence); using gross motor activities, 'acting out' content, hands-on materials and manipulatives (bodily-kinesthetic Intelligence); using rhythm, sounds, raps, music, or chants to represent content and concepts (Musical Intelligence); peer sharing, cooperative groupings, simulations (Interpersonal Intelligence); student reflection activities, connecting curriculum to students' lives and feelings, giving students choices (Intrapersonal Intelligence).

Teachers will begin by first assessing their students in order to determine an appropriate balance to the lessons.

Project–Based Instruction:
Teachers will present lessons, using interdisciplinary curriculum materials (i.e. DWoK), to our students, so as to integrate the arts as much as appropriately possible, and to culminate the learning in authentic projects, fieldwork, and service. In future years, as teachers are more knowledgeable of the project-based design, the specific grade level standards for each discipline, and the concept of lessons development around the "big idea," they will begin to adapt or construct their own units of study.

Lessons on specific academic-related skills such as reading, writing, mathematical reasoning, scientific experimentation, and analysis will engage students because the skills will be presented as practical tools necessary for the completion of their project, not ends, in and of themselves, being learned in a vacuum. As students work through the project, they will be acquiring and exercising problem-solving and critical thinking skills in practical situations. Students will be given choices for each project in order to give them ownership of the learning process. With assistance from educators and peers, learners will develop new insights, assimilate new ideas, and generate strong connections to previous learning. In addition, the student's learning will have a public unveiling that will allow projects to be shared with family members, community members, and experts working in the related field of study; thus, students increase core competencies and improve practical skills, as well as complete a tangible, authentic project.

Backward Design of Curriculum Materials: In future years as teachers understand and apply the aforementioned pedagogy; LFCSA teachers will plan units of study with other grade-level faculty using the 'backward design' guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to "begin with the question, What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences."

APPENDIX F

COOL TOOLS

Cool Tools vividly teaches strategies for handling all forms of conflict and promotes healthy conflict resolution at LFCSA. Cool Tools was created to ensure a caring community in which all students feel safe to learn and play without threats of physical, verbal, or non-verbal harassment of any type. Our goal is to provide students with an internal "toolbox" they can choose from when conflict arises, not just now, but for the rest of their lives. Practice is essential not only for reinforcing the skills they are learning, but also for retention and transfer to new situations at school and at home. This is where you, the parents, can help. Your child is becoming familiar with the terms and concepts outlined below and will benefit from you talking about them.

Put Ups vs. Put Downs
Put Ups are affirmations, kind words, compliments, smiles, or thumbs-up. In contrast, Put Downs are insults, rumors, threats, unkind words, smirking, or laughing at someone. Put Downs are not okay anywhere at school, and they shouldn't be okay at home either. Cool Tools teach the 5:1 rule: it takes at least 5 Put Ups to repair 1 Put Down. Squeezing toothpaste from a tube is a good visual that we use at school to explain the concept of a Put Down. Anytime someone says a Put Down, squeeze out some toothpaste. Then ask the person to put ALL of the toothpaste back in the tube. It's impossible! The children are told to think of a Put Down as the paste—it hangs around with a sticky residue and you can never completely take it back.

Bubble of Space
Cool Tools teach children that everybody has a Bubble of Space as the basic principle of being considerate. Keeping their bodies in check and keeping their hands, feet, and other objects to themselves also makes them aware of their own bubbles and how they should be respected by others. Awareness of their own Bubble of Space allows them to situate themselves to anticipate and avoid conflict whenever possible.

Exit Shoes
Using Exit Shoes are a way to get out of a situation that is not right for you. It is a way to give your child permission to just walk away. When conflict heats up and the chance of compromise goes down, use your Exit Shoes and walk away. It is a cool way to deflate a situation. This tool can be used at home, at school and at the playground. Exit Shoes are a cue to help people stop and think about what they are doing before they act. They allow the person to make a choice and change the situation.

Choice of Voice
Your child has been taught that there are Cool Blue Voices and Red Voices. The Cool Blue Voice is the one used when communicating calmly and speaking normally. If your voice and tone are Cool Blue, then you're likely going to deflate a situation and help keep it calm. A Red Voice inflates a situation. Cool Tools suggest that when a Red Voice is coming, take deep breathes—and use those Exit Shoes to walk away and chill out until a Cool Blue Voice is ready to speak.

APPENDIX G

The following “School Rules” are posted in each classroom and reviewed with all students.

RED RULES

NO

- Toys
- Put-downs
- Violent play
- Throwing objects
- Chasing or tagging
- Touching other students
- Damaging school property
- Unsafe use of play structures

FOLLOW DIRECTIONS OF ALL STAFF

RED HOT RULES

If any of the following rules are broken, the student will be sent home immediately without warning:

- Danger to self and others
- Defiance of authority

APPENDIX H

California Education Code
Discipline Procedures

Suspension
The California Education Code enumerates safety policies that also relate to suspension and expulsion. For example, students will be recommended for suspension and may be recommended for expulsion upon a determination that the student has committed one of the acts listed below:

- o Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- o Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrators or designees concurrence.
- o Caused or attempted to cause damage to school property or private property.
- o Stole or attempted to steal school property or private property.
- o Committed an obscene act or engaged in habitual profanity or vulgarity.
- o Knowingly received stolen school property or private property.
- o Aided or abetted the infliction or attempted infliction of physical injury to another person.
- o Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- o Engaged in sexual harassment as defined in Section 48900.2.
- o Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Section 48900.4.
- o Used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- o Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- o Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- o Made terrorist threats against school officials, school property or both as defined in Section 48900.7.

Expulsion
In terms of **mandatory expulsion**, federal laws state that a school must expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In addition, students shall be expelled upon determination that the student has committed

one of the acts listed below:

- o Assault or battery upon any school employee-Section 48915(a)(5).
- o Brandishing a knife-Section 48915(c)(2)
- o Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense-Section 48915(a)(l).
- o Hate violence-Section 48900.3.
- o Possession, selling, or furnishing of a firearm-Section 48915(c)(1).
- o Possession of an explosive-Section 48915(c)(5).
- o Robbery or extortion-Section 48915(a)(4).
- o Offering, negotiating a sale or selling a controlled substance-Section 48915(c)(3).
- o Committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)-Section 48915(c)(4).
- o Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

Property Policy

Building upon the need to have a safe and nurturing school, students must respect the property of the school and others at all times. Any student action or intention that can be deemed as damaging the property of the school or others can result in serious consequences. In addition to the violations described above, examples of property violations include:

- o Stealing
- o Defacing school property or the property of others
- o Unauthorized use of equipment
- o Inappropriate use of the internet

VRES #7 - APPENDIX I

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
VS#7 will attain an API of 770 for the 201o-11 school year.	10%		See curriculum sections of the Public School Choice document.				
Increase percentage of students in grades 3-5 scoring proficient or advanced on the CST in ELA and Math for the 2010-11 school year, by 10%.	10%		See curriculum sections of the Public School Choice document.		Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics **Grades 2, 3, 4, 5/6:** Language Arts: • % of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%		
Reduce the percentage of students in grades 2-5 scoring Far Below Basic and Below Basic on the CST in ELA and Math for the 2010-11 school year by 10%.	-10				• See monitoring indicators for CST on page 34		
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population. **Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.**	varies by school varies				• Number of state identified Gifted students		

VRES #7 - APPENDIX I

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
	by school						
Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities	10%				• See monitoring indicators for CST on page 34		
Accelerate the performance of Standard English Learners (SEL)	10%				• See monitoring indicators for on page 34		
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English 07-08 / 08-09 / Change 54.8% / 55.7% / +0.9% 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	3%				• CELDT • ELSSA Data		
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT					• See monitoring indicators for AMAO 1		

VRES #7 - APPENDIX I

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

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
% Early Adv/Adv 07-08 08-09 Change 36.3% 39.3% +3% 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	5%						

VRES #7

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

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • **there are opportunities for parent involvement** • **they feel welcome at this school** • **there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).**	At least 90% of parents respond "Strongly agree" or "agree"				• **Increased response rates** – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • **Welcoming environment and opportunities to participate** – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. • **Parent home involvement** should be at 90% for elementary schools and 80% for secondary schools in 2009-10. **School involvement** should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. • **Parent centers** – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. • **Communication** – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.		

VRES #7

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

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond "strongly agree" or agree				• Increased and improved parent partnerships and welcoming environments • Increased external partnerships to support instructional incentives and parent participation support • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home		
Decrease the number of suspensions	25%				• Decrease non-mandatory suspension rates at all schools by 25%. • Increase the number of preventive school-wide discipline plans that are effectively implemented • Team Implementation Checklist • Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools		
Increase attendance of staff and students	96% 96%				• Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition		

(Name) School

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

School Organization/Support Services

Accountabilities	LAUSD Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase in the number of Title 1 Schools meeting AYP for two consecutive years					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		
Decrease in the number of Title 1 Schools In PI status					• Schools meet CST annual measurable objective targets or • Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year • Schools meet or exceed 95% participation rate • Schools meet or exceed API target • Schools meet or exceed graduation rate target		
Increase in the number of QEIA schools meeting annual targets					• ⅔ implementation of Class Size Reduction target • ⅔ implementation of 300:1 student to counselor ratio.		

APPENDIX J

Grade Level Academic Goals

Kindergarten

Subject Area	Outcomes	Measurement Instruments	Benchmarks
Reading	**Reading:** • Uses appropriate reading behaviors when looking at books. • Recognizes that print and/or pictures convey messages by retelling or rereading. • Views self as a reader and choose to read independently. • Develops phonemic awareness (sound structure) as demonstrated by stating sounds heard at beginning or end of limited number of words. • Recognizes and identifies letters of the alphabet. • Demonstrates one-to-one correspondence when working with text. • Applies concepts of story to his or her own experiences. • Demonstrates understanding of story elements.	Brigance Test Teacher observation and running records Portfolio Performance assignments and assessments Reading Checklist K Developmental reading Checklist Concepts of Print Checklist	The number of students performing at or above the 70th % on the Brigance Test of Developmental Skills will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Writing	• Recognizes that writing is used for various purposes and audiences. • Recognizes that text contains a message and distinguish it as separate from the illustration. • Will be aware of the connection between picture and print in his/her own writing.	School-designed writing assessment Rubrics	

	• "Writes" (squiggles, letters and/or words) to represent meaning. • Approximates appropriate letter formation of upper and lower case letters. • Writes name with appropriate upper and lower case letter formation. • Experiences different stages of the writing process throughout the year to create original stories or reports either in whole or small group activities. • Views self as writer and will choose to be involved in writing and producing finished pieces in small group or whole class setting. • Writes/illustrates a timed first draft connected to a piece of literature and/or a prior experience in response to a prompt.	Projects Writing Journal Writing Samples Developmental Writing Checklist	
Listening and Speaking	• Expresses ideas, by contributing regularly in small group, partner and classroom discussions. • Practices using rhythm, repetition and rhyme. • Gives an oral presentation to small or whole group. • Recognizes that language has a variety of patterns, rhymes, sounds and rhythms. • Responds appropriately to different environmental sounds and words. • Connects prior knowledge and recognize similarities and differences in stories or literature.	Performance assignments Teacher observation Project presentations Oral Language Checklist	At least 75% of students will be at proficient or above (based on a school-designed rubric) after 3 years of continuous enrollment at the school.

English Language Acquisition (ELL)	Students demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings	Projects and presentations Teacher observation Oral reading record CELDT State mandated tests	CELDT scores of 75% of ELLs will increase by 1 ELD level per academic year. Among the ELL students attending LFCSA from kindergarten through sixth grade, At least 75% of our ELL students will be re-designated by the end of sixth grade.
Mathematics	•Compares two or more sets of objects •Identifies equal to, more than and less than •Counts, recognizes, names and orders numbers to 30. •Begins to understand place value •Uses objects to answer simple addition and subtraction projects •Recognizes when an estimate is reasonable. •Identifies, sorts and classifies objects •Compares weight, length and capacity of objects. •Demonstrates concepts of time. •Recognizes tools that measure time • Identifies the time of everyday events • Names the days of the week • Identifies common geometric objects • Describes common geometric objects • Compares familiar plane and solid objects by common attributes • Identifies, describes and	Teacher assessment Projects Teacher observation Criterion Reference Exit Tests	The number of students performing at or proficiency on the Assessment scales and the Criterion Reference Exit Tests will increase by 5% each quarter.

	extends simple patterns. • Asks questions, collects data and records the results • Uses tools and strategies to model problems • Determines approach, materials and strategies to be used • Explains the reasoning with concrete and/or pictorial representations • Checks answers in the context of the problem		
History-Social Science	•Understands that being a good citizen involves acting in certain ways. •Recognizes national and state symbols and icons. •Matches simple descriptions of work that people do and the names of related jobs at the school and in the community. •Compares and contrasts the locations of people, places and environments. •Puts events in order using a calendar placing days, weeks and months in proper order. •Understands that history relates to events, people and places of other times.	Teacher assessment Performance assignments Projects	At least 75% of students will be at proficient or above (based on a school-designed rubric) after 3 years of continuous enrollment at the school.
Science	•Explores basic concepts of physical, life and earth sciences. •In the physical sciences, learns about change and properties of solids, liquids and gases. •In the life science, focuses on plant and animal behaviors and structures. •In Earth Science, identifies characteristics of landforms. •In Earth Science, identifies resources from Earth that are used in everyday life. •In Earth Science, understands that many of Earth's resources can be	Teacher assessments Projects Labs State-mandated assessments	At least 75% of students will be at proficient or above (based on a school-designed rubric) after 3 years of continuous enrollment at the school.

	conserved. •In addressing these three strands of the science curriculum, performs investigations and experiments. •Develops science skills such as predicting, observing, recording observations and synthesizing data.		
Visual and Performing Arts	Students understand and appreciate the arts; gain knowledge and skills; and meet state standards in dance, music, and visual arts	Teacher assessments Exhibits/Performance Arts component of projects and presentations	The number of students receiving a proficient score based on mastery of standards will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Physical/Health Education	Students understand the importance of maintaining healthy lifestyles and how decisions can impact the future	Teacher assessment Skills inventory Performance assignments Videotaped performances	The number of students receiving a score of proficient or above based on mastery of the standards will increase by 5% annually until reaching 80% of students, with hopes of reaching 100%.

First Grade

Subject Area	Outcomes	Measurement Instruments	Benchmarks
Reading	• Uses a variety of reading strategies to make meaning of what they encounter in print. • Applies cueing systems: semantic, syntactic, graphophonic, to make	Teacher observation and running records	The number of students performing 90% on the Developmental Reading Checklist will increase every quarter

	meaning of text. • Develops an awareness of the structure of language through an oral language model. • Identifies logos and signs from print environment. • Recognizes and identify a minimum of 50 high frequency words (sight words, anchor words). • Increases phonemic awareness by identifying sounds heard in beginning, middle and end of short words. • Recognizes vocabulary words in context. • Makes personal connections to literature. • Recognizes the basic elements of a story. • Views self as a reader and choose many types of books.	Portfolio Performance assignments Reading Conference Anecdotal records	by 10%
Writing	• Forms upper and lower case letters. • Writes first and last name and a few other names or words either accurately or with approximate invented spelling. • Writes to express an idea using close approximations to conventions of language (spelling, usage, mechanics). • Recognizes and/or applies the conventions of language for first grade as delineated. Grammar and usage and capitalization and punctuation. • Experiences different stages of the writing process to create original stories or reports either in whole or small group activities.	School-designed writing assessment Developmental Writing Checklist	The number of students achieving 80% on the Developmental Writing Checklist will increase by 10% each quarter

	• Writes a timed first draft in response to a prompt. • Writes for a variety of purposes, audiences and formats. • Reflects on his/her own writing by selecting a piece(s) of writing for his/her portfolio.		
Listening and Speaking	• Expresses ideas, and feelings and recognize appropriate social interactions with adults and peers. • Practices using rhythm, repetition and rhyme. • Gives an oral presentation. • Identifies similarities/differences of letter sounds and words. • Demonstrates effective listening skills. • Demonstrates active listening skills.	Performance assignments Teacher observation Project presentations	At least 75% of students will be at proficient or above (based on a school-designed rubric) after 3 years of continuous enrollment at the school.
English Language Acquisition (ELL)	Students demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings	Projects and presentations Teacher observation Oral reading record CELDT State mandated tests	CELDT scores of 75% of ELLs' will increase by 1 ELD level per academic year. Among the ELL students attending LFCSA from kindergarten through sixth grade, At least 75% will be re-designated by the end of sixth grade.
Mathematics	• Has number sense to 10. • Counts to 100. • Demonstrates 1:1 correspondence to 100 and labels with a number • Reads and writes whole numbers to 100. • Orders numbers to 100 • Knows place value concepts of tens and ones.	Teacher assessment Projects Teacher observation	At least 75% of the first grade students will show mastery on the Criterion Reference Tests given once per quarter.

	• Compares numbers to show greater than, less than, and equals. • Skip counts by 2's to 20; 5's to 50; and 10's to 100 • Represents equivalent forms of whole numbers through 10 • Solves one digit addition and subtraction problems. • Uses number sense to solve problems involving numbers through 20. • Translates patterns from one medium to another • Constructs patterns showing relationships among basic facts to 10. • Finds the missing number in equations through 10. • Compares data displays. • Uses logic to solve a combination data problem. • Recognizes shapes in different orientations and in relationship to each other • Identifies, classifies and draws shapes • Uses non-standard units to estimate and measure • Uses a scale to weigh and estimate • Identifies hour and half-hour on the clock • Names the days of the week in sequence • Names and identifies value of coins.	Criterion Referenced Tests	
History-Social Science	• Begins to understand the concepts of rights and responsibilities in the contemporary world. • Uses the classroom 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,	Teacher assessment Performance assignments Projects	At least At least 75% of students will be at proficient or above (based on a school-designed rubric)

	and respect for the rights and opinions of others. • Explores the varied backgrounds of citizens in America and other places in the world. • Learns about the significant traditions, historical figures, and icons of different cultures.	Project Based Checklist and Rubric	
Science	• Explores basic concepts of Physical, Life, and Earth Sciences. • In the Physical Sciences, learns about change and properties of solids, liquids and gases. • In Life Science, learns concepts such as habitat, life cycles, adaptation, classification, and change. • In Earth Sciences, focuses on weather, including water cycle, temperature change, and seasons. • In Environmental Science, learns about conservation, responsible trail use, and environmental ethics. • In addressing these three strands of the Science curriculum, performs investigations and experiments. • Develops science skills such as predicting, observing, recording observations, and synthesizing data.	Teacher assessments Projects Labs	At least 75% of students will be at proficient or above (based on a school-designed rubric)
Visual and Performing Arts	Students understand and appreciate the arts; gain knowledge and skills; and meet state standards in dance, music, and visual arts	Teacher assessments Exhibits/Performances Arts component of projects and	The number of students receiving a proficient score based on mastery of standards will increase by 5% annually until

		presentations	reaching 80% with hopes of reaching 100%.
Physical/Health Education	Students understand the importance of maintaining healthy lifestyles and how decisions can impact the future	-Teacher assessments -Skills inventory -Performance assignments -Videotaped performances	The number of students receiving a score of proficient or above based on mastery of the standards will increase by 5% annually until reaching 80% of students, with hopes of reaching 100%.

Second Grade

Subject Area	Outcomes	Measurement Instruments	Benchmarks
Reading	• Uses reading strategies to make meaning of text as demonstrated by performing at or above the developing level in the assessment scales. • Will apply cueing systems: semantic, syntactic, graphophonic, to make meaning. • Demonstrates fluency in recognition of 150 high frequency words and will recognize vocabulary words in context. • Recognizes the basic elements of a story and will make personal connections to literature.	-State mandated assessments (CAT 6/CST) -Teacher observation and running records -Portfolio -Performance assignments	The number of students performing at or above the state average will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Writing	• Writes to express an idea or feeling, with some elaboration. • Will write for a variety of purposes, audiences and formats. • Understands and utilizes	-State mandated assessments -School-designed writing	The number of students performing at or above the state average will increase by 5% annually until reaching 80% with

	some stages of the writing process. • Will learn and apply the mechanics/conventions of language. • Will write a timed first draft in response to a prompt by performing at the developing level or above on the appropriate scoring guide. • Will reflect on his/her writing by self selecting pieces for his/her portfolio and giving evidence for selection.	assessment -Rubrics -Projects	hopes of reaching 100%.
Listening and Speaking	• Will express ideas, opinions and feeling in small groups and classroom discussion. Will speak appropriately in social and formal situations. • Will demonstrate effective and active listening skills.	-Performance assignments -Teacher observation -Project presentations	At least 75% of students will be at proficient or above (based on a school-designed rubric)
English Language Acquisition (ELL)	Students demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings	-Projects and presentations -Teacher observation -Oral reading record -CELDT -State mandated tests	CELDT scores of 75% of ELLs will increase by 1 ELD level per academic year. Among the ELL students attending LFCSA from kindergarten through sixth grade, 75% will be re-designated by the end of sixth grade.
Mathematics	• Knows place value concepts. • Skip counts by 2's, 3's, 5's and 10's. • Reads and writes and orders numbers to 1000.	-State mandated assessments -Teacher assessment	The number of students performing at or above the state average will increase by 5% annually until reaching 80% of

	• Uses number sense to justify the reasonableness of solutions to problems involving two digit numbers. • Interprets and extends patterns. • Finds the missing number in equations through 20. • Collects data and construct displays, including tables, charts, pictographs and bar graphs. • Identifies, compare and classify geometric figures. Recognizes shapes and geometric solids in different orientations and in relationship to each other. • Uses units to estimate, measure, compare and order objects • Identifies coins, knows their value and be able to compute and describe equivalencies up to one dollar. • Use variety of problem-solving strategies. • Solve two digit addition problems; one digit from two digit subtraction problems. Recalls basic addition and subtraction facts through 12. • Hand game assessment for children who do not score a 3 on above item.	-Projects -Teacher observation	students with hopes of reaching 100%.
History-Social Science	• Develops a deepening understanding of the world and community. • Develops a concept of fair play and good sportsmanship, including the meaning of the Golden Rule. • Learns about their world through locating continents on the map. Geography skills include being able to	-Teacher assessment -Performance assignments -Projects -State-mandated	At least 75% of students will be at proficient or above (based on a school-designed rubric)

	locate cardinal directions, identifying major features on the globe, and understanding basic map symbols. • Describe how different climate, weather, and location affect the way people live, including food, clothing and shelter. • Learns about people now and historically who have made a difference. • Differentiates stages of history, noticing differences between long ago and yesterday. • Explores early stages of government structure and economy. • Recognizes how actions lead to reactions. Understand how one person can affect change as well as recognize their own role and responsibility in a changing and growing world.	assessments	
Science	• Explores early concepts of motion. • Explores properties of light and color. • Understands the life cycles, unique adaptations and interdependent nature of plants and animals. • Understands humans have large role in the future of both plant and animal species. • Recognizes that the Earth is made from a variety of materials that have distinct properties. And know that these resources are not necessarily renewable.	-Teacher assessments -Projects -Labs -State-mandated assessments	At least 75% of students will be at proficient or above (based on a school-designed rubric)

	• Recognizes science as a process of experiments, including questioning, observation and recording data.		
Visual and Performing Arts	Students understand and appreciate the arts; gain knowledge and skills; and meet state standards in dance, music, and visual arts	-Teacher assessments -Exhibits/Performances -Arts component of projects and presentations	The number of students receiving a proficient score based on mastery of standards will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Physical/Health Education	Students understand the importance of maintaining healthy lifestyles and how decisions can impact the future	-Teacher assessments -Skills inventory -Performance assignments -Videotaped performances	The number of students receiving a score of proficient or above based on mastery of the standards will increase by 5% annually until reaching 80% of students, with hopes of reaching 100%.
Technology	Students will use computers for data acquisition, analysis, communication, and typing skills, as well as various software programs.	-Teacher observation -Projects and presentations -Student presentations	

Third Grade

Subject Area	Outcomes	Measurement Instruments	Benchmarks

Reading	• Makes personal connections to literature, thinking critically about the story when reading. • Will use a variety of reading strategies which demonstrate comprehension and make meaning as demonstrated on grade level texts and core literature. • Will read often from a variety of genre. • Will recognize use of literary elements and story structure.	-State mandated assessments (CAT 6/CST) -Teacher observation and running records -Portfolio -Performance assignments	The number of students performing at or above the state average will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Writing	• Will write to express an idea, opinion or feeling with supporting reasons. • Will utilize the stages of the writing process. • Will write a timed first draft connected to a piece of literature and/or prior experience in response to a prompt. • Will produce a final draft. • Will write for a variety of purposes, audiences and formats to demonstrate knowledge and critical thinking. • Learns and applies the conventions of language, including spelling and handwriting. • Reflects on his/her writing by selecting piece to share.	-State mandated assessments -School-designed writing assessment -Rubrics -Projects	The number of students performing at or above the state average will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Listening and Speaking	• Will speak appropriately in social and formal situations. • Demonstrates critical listening skills by responding appropriately to a speaker.	-Performance assignments -Teacher observation -Project presentations	At least 75% of students will be at proficient or above (based on a school-designed rubric)

English Language Acquisition (ELL)	Students demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings	-Projects and presentations -Teacher observation -Oral reading record -CELDT -State mandated tests	CELDT scores of 75% of ELLs will increase by 1 ELD level per academic year. Among the ELL students attending LFCSA from kindergarten through sixth grade, at least 75% will be re-designated by the end of sixth grade.
Mathematics	• Uses a variety of problem-solving strategies. • Finds missing number in an addition and subtraction equation through 100. • Collects data and construct displays and interpret the data by making comparisons, inferences and predictions. • Identifies, describes, and classifies geometric figures. Develops concepts of shape, size, symmetry, congruence and similarity with shapes. • Determine perimeter and area of rectangle. • Read and write money notation, and use money in real life situations up to $10.00.	-State mandated assessments -Teacher assessment -Projects -Teacher observation	The number of students performing at or above the state average will increase by 5% annually until reaching 80% of students with hopes of reaching 100%.
History-Social Science	• Describe the physical and human geography and use maps, tables, graphs, photographs, and charts. • Identifies geographical features in their local region • Traces the ways in which people have used the resources of the local region	-Teacher assessment -Performance assignments	At least 75% of students will be at proficient or above (based on a school-designed rubric)

	and modified the physical environment. • Describes the American Indian nations in their local region long ago, their national identities, religious beliefs, customs, and various folklore traditions. • Draws from historical and community resources to organize the sequence of events in local history. • Understand the rules and laws in our lives and the basic structure of the United States Government.	-Projects -State-mandated assessments	
Science	• In Physical Science, understands energy and matter and their changing forms. • For Life Science, knows examples of diverse life forms in different environments. • In Earth Science, knows the position of the Sun in the sky changes during the course of the day and from season to season.	-Teacher assessments -Projects -Labs -State-mandated assessments	At least 75% of students will be at proficient or above (based on a school-designed rubric)
Visual and Performing Arts	Students understand and appreciate the arts; gain knowledge and skills; and meet state standards in dance, music, and visual arts	-Teacher assessments -Exhibits/Performances -Arts component of projects and presentations	The number of students receiving a proficient score based on mastery of standards will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Physical/Health Education	Students understand the importance of maintaining healthy lifestyles and how	-Teacher assessments	The number of students receiving a score of proficient or above based on mastery of the

	decisions can impact the future	-Skills inventory -Performance assignments -Videotaped performances	standards will increase by 5% annually until reaching 80% of students, with hopes of reaching 100%.
Technology	Students will use computers for data acquisition, analysis, communication, and typing skills, as well as various software programs.	-Teacher observation -Projects and presentations -Student presentations	

Fourth Grade

Subject Area	Outcomes	Measurement Instruments	Benchmarks
Reading	• Will make personal connections to literature. • Will read often and from a variety of genre. • Recognizes literary elements that support the meaning of selections. • Monitors and adjusts reading in content areas. • Uses a variety of reading strategies to demonstrate comprehension. • Learns and applies study skills when reading grade level texts.	-State mandated assessments (CAT 6/CST) -Teacher observation and running records -Portfolio -Performance assignments	The number of students performing at or above the state average will increase by 5% annually until reaching 80% with hopes of reaching 100%.

Writing	• Utilizes all stages of the writing process. • Writes a research report that demonstrates good organization and supporting details.	-State mandated assessments -School-designed writing assessment -Rubrics -Projects	The number of students performing at or above the state average will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Listening and Speaking	• Will speak appropriately in social and formal situations. • Demonstrates critical listening skills by responding appropriately to a speaker.	-Performance assignments -Teacher observation -Project presentations	75% of students will be at proficient or above (based on a school-designed rubric)
English Language Acquisition (ELL)	dents demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings	-Projects and presentations -Teacher observation -Oral reading record -CELDT -State mandated tests	CELDT scores of 75% of ELLs' will increase by 1 ELD level per academic year. Among the ELL students attending LFCSA from kindergarten through sixth grade, at least 75% will be re-designated by the end of sixth grade.
Mathematics		-State mandated assessments -Teacher assessment	The number of students performing at or above the state average will increase by 5% annually until reaching 80% of students with hopes of

		-Projects -Teacher observation	reaching 100%.
History-Social Science	• Demonstrates an understanding of physical and human geographic features that define places and regions in California. • Describes the social, political, cultural and economic life among people of California from the pre-Columbian societies to the Spanish mission and Mexico rancho periods. • Explains economic, social, and political life of California throughout its history. • Explains how California became an agricultural and industrial power.	-Teacher assessment -Performance Assignments -Projects -State-mandated assessments	At least 75% of students will be at proficient or above (based on a school-designed rubric
Science	• In Physical Science, understands energy and matter and their changing forms. • For Life Science, knows examples of diverse life forms in different environments. • In Earth Science, knows the position of the Sun in the sky changes during the course of the day and from season to season.	-Teacher assessments -Projects -Labs -State-mandated assessments	At least 75% of students will be at proficient or above (based on a school-designed rubric)
Visual and Performing Arts	Students understand and appreciate the arts; gain	-Teacher assessments -	The number of students receiving a proficient

	knowledge and skills; and meet state standards in dance, music, and visual arts	Exhibits/Performances -Arts component of projects and presentations	score based on mastery of standards will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Physical/Health Education	Students understand the importance of maintaining healthy lifestyles and how decisions can impact the future	-Teacher assessments -Skills inventory -Performance assignments -Videotaped performances	The number of students receiving a score of proficient or above based on mastery of the standards will increase by 5% annually until reaching 80% of students, with hopes of reaching 100%.
Technology	Students will use computers for data acquisition, analysis, communication, and typing skills, as well as various software programs.	-Teacher observation -Projects and presentations -Student presentations	At least 75% of fourth graders will type 30 words per minute with 80% accuracy. The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 5% annually until reaching 80% of students, with hopes of reaching 100%.

Fifth Grade

Subject Area	Outcomes	Measurement Instruments	Benchmarks
Reading	• Makes personal connections to literature. Thinks	-State mandated assessments (CAT	The number of students performing at or above

	critically about the story when reading core literature and other selections. • Reads often from a variety of materials and genres. • Recognizes the literary elements used by an author and understand how they contribute to the development of the literature. • Adjusts reading rates to meet specific purposes. • Demonstrates comprehension and make meaning from core literature and grade level content materials.	6/CST) -Teacher observation and running records -Portfolio -Performance assignments	the state average will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Writing	• Produces a final draft addressing audience, purpose and task as given in a prompt. • Reflects on his/her writing by recognizing strengths and weaknesses. • Begins to develop voice and style.	-State mandated assessments -School-designed writing assessment -Rubrics -Projects	The number of students performing at or above the state average will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Listening and Speaking	• Organizes information and ideas in a formal presentation.	-Performance assignments -Teacher observation -Project presentations	75% of students will be at proficient or above (based on a school-designed rubric) after 3 years of continuous enrollment at the school.
English Language Acquisition (ELL)	Students demonstrate understanding and appropriate use of the English language using grade-level appropriate	-Projects and presentations	CELDT scores of 75% of ELLs' will increase by 1 ELD level per academic year. Among the ELL

	reading, writing, speaking and listening skills in academic and social settings	-Teacher observation -Oral reading record -CELDT -State mandated tests	students attending LFCSA from kindergarten through sixth grade, at least 75% will be re-designated by the end of sixth grade.
Mathematics	• Multiplies and divide using physical models. • Makes equivalent fractions, improper and mixed numbers. • Applies the concept of opposite operations to solve for unknowns- add/subtract, multiply/ divide. • Analyzes data and calculates averages • Calculates area and perimeter. • Adds up to 4 digit numbers, multiply 2 digit numbers. • Divides with one digit divisor. • Adds fractions with common denominators, and subtract fractions with common denominators.	-State mandated assessments -Teacher assessment -Projects -Teacher observation	The number of students performing at or above the state average will increase by 5% annually until reaching 80% of students with hopes of reaching 100%.
History-Social Science	• In American Studies, clearly understands American and North American geography. Recognizes the major cultural regions of Native North America and Pre-Columbian backgrounds. Become aware of cultural backgrounds of Europeans who came to colonize America. Identifies motives and impacts of European exploration. Explains the	-Teacher assessment -Performance assignments -Projects	At least 75% of students will be at proficient or above (based on a school-designed rubric)

	causes of the American Revolution and outcome. Recognizes motives and aims of exploration of American West. • In Ancient Studies, understands the literal and mythical geography of Classical Greece. Understands the Prehistoric and Heroic background of Greek Culture. Examines all aspects of Classical Greece. • In Ancient Studies, understands the literal and mythical geography of Classical India. Recognizes the pre-classical background of Indian History. Explains all aspects of Classical India.	-State-mandated assessments	
Science	• In Physical Science, explores the basics of chemistry. Recognizing atoms, molecules. Through the study of Astronomy, Hydrology and Botany, understands nature of atomic structure, chemical reactions, states of matter, elements common to our Earth and properties of some common compounds. • In Earth Science, identifies features of the celestial sphere, properties of the bodies of the solar system, and composition of the universe. Recognizes that water circulates through the Earth. Discovers the basic properties of water and relate this to the water cycle and water conservation. • In Life Science, identifies structures of plants, and relates these to parallel structures in birds. Classifies native species of wildflowers, shrubs and	-Teacher assessments -Projects -Labs -State-mandated assessments	At least 75% of students will be at proficient or above (based on a school-designed rubric)

	trees. Discusses issues of conservation and use relating to native flora and forests. • In Environmental Science, understands components of ecosystems and how species are able to find new niches with changing conditions or go extinct.		
Visual and Performing Arts	Students understand and appreciate the arts; gain knowledge and skills; and meet state standards in dance, music, and visual arts	-Teacher assessments -Exhibits/Performances -Arts component of projects and presentations	The number of students receiving a proficient score based on mastery of standards will increase by 5% annually until reaching 80% with hopes of reaching 100%.
Physical/Health Education	Students understand the importance of maintaining healthy lifestyles and how decisions can impact the future	-Teacher assessments -Skills inventory -Performance assignments -Videotaped performances	60% of our the number of students will receive a score of proficient or above based the California Fitness Test. Annual increases of 5% will occur until we reach 80% of students, with hopes of reaching 100%.
Technology	Students will use computers for data acquisition, analysis, communication, and typing skills, as well as various software programs.	-Teacher observation -Projects and presentations	At least 75% of fifth grades will type 30 words per minute with 80% accuracy. The number of students receiving a score of proficient or above based on fulfillment of

		-Student presentations	the standards will increase by 5% annually until reaching 80% of students, with hopes of reaching 100%.

APPENDIX K

LFCSA Professional Development Agenda

Different Ways of Knowing: Project-base Curriculum & Methods

Social Studies/Science

August 25 & 26, 2009; 9 a.m.-4 p.m.

Third & Fourth Grade

Facilitator: Karolynne Gee

Teacher/Student Expectations

Standards Social Studies & Science

Example of Trimester Map

Curriculum Mapping – Overview of Calendar-based Map

Different Ways of Knowing: Project-base Curriculum – Teacher Planning Guide

- Organization, Methodology, Terminology
- Materials & Resources
- Concepts, Clusters, Learning Events & **Connections to** Writing, Reading, Science, Math, Visual Arts, Music, Dance, Drama
- Bottom line: Essentials - Keeping track of the Process of Learning, Connections to past and present, – Products of learning; Culminating Performance Task

Task: Calendar-based Curriculum Map: Chunking out DWoK & Science (Foss)

- Monthly flow for integration
- Weekly/Daily Schedule
- Team planning

LFCSA Professional Development Agenda

August 25th and 26th, 2009

3rd and 4th Grade Math

Facilitator: Nancy Martorelli

- Big Ideas – Quarterly Concept Organizer
- California Math Standards
- CST Released Sample Test Questions – a guide to how students will show what they know
- CST Blueprint – guide to the emphasis each standard receives
- The Math Binder
    - Manipulatives
    - Quarterly Overviews
    - Scope and Sequence pages
- Planning
    - Curriculum Mapping
    - Yearlong plan
    - Weekly plan/instructional minutes
    - Daily Lesson template
    - Math facts – Dave Hendry's worksheets

APPENDIX L

CLASSROOM MODIFICATIONS FOR AT- RISK STUDENTS

In order to help students who appear to need special services or "a reasonable accommodation," classroom modifications will be made. The following modifications or accommodations will be used by the regular classroom teacher for students who are at risk, depending on the student's specific need:

Materials:

- Use highlighted or underlined reading materials
- Provide visual aids
- Provide concrete manipulative materials
- Provide taped texts and/or other class materials
- Allow use of calculator
- Provide materials with wide spacing, few items per page and clear print
- Provide not taking assistance
- Type teacher materials
- Provide Alpha Smart keyboards for student use

Methods:

- Teach to student's learning style:
  Linguistic, Logical, Musical, Spatial, Kinesthetic, Interpersonal

Intrapersonal:

- Provide visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organization aids such as outlines, etc.
- Utilize peer tutors, etc.
- Utilize shared notetaking – Provide NCR paper for peer to provide notes
- Use clear and concise directions
- Provide written steps for directions
- Teacher provide notes
- Have student repeat directions to teacher or peer
- Use manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Preview lesson for student before given to whole class
- Reduce language level of reading level of assignment
- Share activities

Assignments:

- Give directions in small, distinct steps (written/picture/verbal)
- Use written back up for oral directions
- Lower difficulty level
- Shorten assignment
- Reduce paper and pencil tasks
- Read or tape record directions to student
- Use pictorial directions
- Give extra cues or prompts
- Allow student to record or type assignment
- Adapt worksheets, packets
- Utilize compensatory procedures by providing alternate assignment/strategy
- Avoid penalizing for spelling errors/sloppy work
- Avoid penalizing for penmanship

Pacing:

- Reduce paper and pencil tasks

- Provide distributed review and drill
- Extend time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situation
- Provide home set of text/materials for preview/review

Testing

- Give tests orally (may include dictated or taped answers)
- Read test to student
- Preview language of test questions
- Use visuals or pictures
- Give similar questions in regular classroom setting before test
- Use objectives test technique, limit choices for multiple choice, provide word bank for fill-in-blank, limit items per matching section
- Use essay tests, allow to be dictated
- Shorten length of test
- Do not use Scantron answer sheets
- Have test administered to the student outside of the class setting

Learners Needs;

- Provide student with assignment sheets or require that he/she maintain one
- Provide a visual daily schedule
- Provide calendars
- Check often for understanding/review
- Set defined limits
- Provide positive reinforcement
- Allow projects to be presented orally or on tape
- Allow projects to be presented through demonstration, pictures, and/or models
- Use preferential seating
- Monitor and redirect student to task as needed
- Request parent reinforcement
- Have student repeat directions
- Teach study skills
- Use study sheets to organize material
- Design/write/use long term assignment timelines
- Review and practice in real situations
- Plan for generalizations
- Teach skill in several settings/environments

Environment:

- Preferential seating
- Alter physical room arrangement
- Define areas concretely
- Provide for a quiet space
- Eliminate too many visual distractions
- Play 60-80 beat Baroque classical music, just at a conscious level, when students are doing generative work, such as writing, reading silently, etc.

APPENDIX M

Governing Board

Marta Alcumbrac, Board Chair
Marta Alcumbrac is a principal founder of Los Feliz Charter School for the Arts and a proud parent of three daughters, two of whom are currently enrolled in LFCSA. Ms. Alcumbrac is an attorney whose litigation practice has spanned medical and legal malpractice defense, products liability, and bad faith litigation.

Although she has over 10 years of professional success as a lawyer, she considers the creation and continued growth of the charter school as her greatest accomplishment. She feels proud to have had a hand in creating a balanced and academically enriched school where children are engaged in critical thinking in a safe, supportive and nurturing environment. As a natural consequence to the creation of the school, a community of parents and professional educators was born; a group tirelessly devoted to the continued success and growth of not just the individual students, but to the school as a whole.

George Abrams
George Abrams has spent over 20 years in the film industry first as an Assistant Director and then as a Director. Shortly after graduating UCLA film school, Mr. Abrams went to work for Warren Beatty, whereupon his first film experience was *ISHTAR*. Mr. Abrams eventually rose through the production ranks to become a Director's Guild of American member on the film *BUGSY*. His credits include *PHENOMENON, HOPE FLOATS, BULWORTH, JEEPERS CREEPERS, and DOGEBALL: A TRUE UNDERDOG STORY*. He has worked on film budgets from $200,000 (*HAPPY, TEXAS*) to $175,000,000 (*WILD WILD WEST*).

As the first member of the Board, Mr. Abrams spent over a year applying the skills he honed managing film productions, to the start-up efforts of LFCSA. These skills include logistical planning, cooperating, delegating and leading a diverse group of people, organizing efficient meetings and effective tasks, and deriving maximum benefits from minimal costs.

Michael P. Bishop, Sr., CBO
Currently serving as the Assistant Superintendent, Business Services of the Santa Ana Unified School District, and previously the CBO for the Paramount Unified School District, Michael Bishop has extensive experience in the areas of business administration, accounting, and education. He has worked for government offices (auditor for the state of California and auditor, chief accountant, and general accounting officer for the Los Angeles County Office of Education) as well as private firms.

An active leader in his field and community, Mr. Bishop has served on numerous committees and boards of directors including the Alliance of Schools for Cooperative Insurance Programs (ASCIP), Watts Labor Community Action Committee (WLCAC), Compton United School District (CUSD), and the Paramount Unified School District (PUSD). In addition, Mr. Bishop is involved in a variety of professional organizations such as the California Association of School Business Officials (CASBO), Coalition for Adequate School Housing (CASH), and enjoys activities such as serving as the guest presenter for the UCLA, CSULB, CSUF, and CSUDH School of Education Administrative Credential programs.

Mr. Bishop is a graduate of University of Southern California where he studied Business Administration with an emphasis in Accounting and Organizational Behavior.

Elise Buik

Elise Buik became the first female president and chief executive officer of the United Way of Greater Los Angeles in March 2005. Joined UWGLA in 1994, she began her tenure in the marketing department, and worked her way up through the ranks, dedicating countless hours to help solve the pressing and rapidly growing social and economic issues facing Los Angeles County. Under her leadership, UWGLA raised $58 million during the 2006/2007 year campaign.

She has been instrumental in transforming UWGLA from its historical fundraising role into a community impact organization that identifies social issues, convenes experts, partners with other organizations, and crafts innovative solutions. Under her leadership, UWGLA has launched a strategic 10-year Action Plan in order to tackle the new face of poverty through ten comprehensive goals with community and programmatic results. This new plan focuses on the three critical issues driving the social and economic trends of Los Angeles County: meeting basic needs, improving educational achievement, and helping families gain financial stability.

Elise presently serves on the City of Los Angeles Workforce Investment Board, as a Senior Fellow for the UCLA School of Public Affairs, on the advisory board for the USC School of Policy, Planning, and Development Master of Public Administration program and on the boards of the Los Angeles Area Chamber of Commerce, Southern California Grantmakers, and served on Los Angeles Mayor Antonio Villaraigosa's transition team. She was honored with the "Community Leader" award by the UCLA Center for Community Partnerships and (with Stewart Kwoh) the "Vision Award" by the Los Angeles Coalition to End Hunger and Homelessness. A native of Atlanta, Elise served as co-convener for the President's Summit for America's Future and as project leader of the 1996 Los Angeles Olympic Torch Relay and Torchbearer selection.

Marissa Chibas

Marissa Chibas is a performer, writer, and educator who has worked in a wide variety of theatrical forms for over two decades. She currently heads the MFA Acting Program at the California Institute of the Arts.

She has premiered as an actor in theaters across the country, including on Broadway. She has been seen on television and in films. Ms. Chibas has also participated in the Sundance Theater labs of 1997, 1998 and 2004. She is the author of *Eddy's Conscience,* a screenplay about her uncle, Eddy Chibas, a Cuban political of the 40's. Ms. Chibas adapted and directed *The Writer on her Work* based on the books by Janet Sternburg. Her solo performance piece, *Chasing Cuban Tales*, is based on the stories of her Cuban revolutionary father and her mother, runner-up to Miss Cuba 1959.

Marissa has been an active participant as a director and actor with the 52nd Street Project, an organization devoted to uniting professional artists with inner city kids to create theater in the New York area. Other educational experience includes teaching acting at the Harvard Summer Program, and at NYU Playwrights Horizons Theater School for 5 years. Marissa has performed and worked with Junior and High School students in both the Manhattan Theater Club and Manhattan Class Company's youth initiatives. She has served on panels at the Mark Taper Forum, the Department of Cultural Affairs in LA, the 2009 TCG conference, the Rockefeller MAP Fund Theater panel of 2007, and at CalArts. Marissa is also on the boards of Blank the Dog Theater and Automata.

Verna B. Dauterive, Ed.D.

Dr. Verna Dauterive (M.Ed. '49, Ed.D. '66) has devoted her entire professional career to public education. She began as an elementary teacher in Los Angeles in 1943. From 1982 until her retirement in 2005,

Dr. Dauterive was principal of Franklin Avenue Elementary School in Los Feliz. During her tenure at Franklin, she governed with a "child-first" approach and galvanized support for the school by activating and engaging the parents in the education of their children.

Dr. Dauterive earned her Ed.D. from USC's Rossier School of Education while already active as a teacher and administrator in LAUSD. She was appointed to the California Commission on Teacher Credentialing (CTC) by Governor Wilson, and served two terms as chair. Prior to her work on CTC, she was appointed by Governor Deukmejian to the California Commission on the Status of Women, and also served two terms as the elected chair. Prior to her service at Franklin, she served as LAUSD's Coordinator of Integration Programs, and Administrative Consultant for Teacher Selection and Recruitment.

Among her many honors, Dr. Dauterive was awarded the USC Distinguished Alumni Association Service Award, the USC Rossier School of Education Recognition of Outstanding Support for Education (R.O.S.E.) award, The Principal's Recognition Award by the Los Angeles Chamber of Commerce for Exemplary Administrative Leadership, and the City of Angels Parent/Community Involvement Award. Dr. Dauterive is a Trustee of the University of Southern California, a member of the Rossier School of Education Board of Councilors and she established the first scholarship for minority doctoral students in education at USC.

Robert Greenberg, M.D., Ph.D.

Dr. Robert Greenberg has been President and CEO of Second Sight ® Medical Products, Inc. since the company's inception in 1998. Dr. Greenberg also sits on the board of directors of the Southern California Biomedical Council and the Alfred E. Mann Foundation. During his tenure at Second Sight, Dr. Greenberg has also held the following part-time positions: Associate Director of the Alfred Mann Institute at USC and Adjunct Professor at UCLA. Before the formation of Second Sight® Medical Products, Inc., Dr. Greenberg co-managed the Alfred E. Mann Foundation. From 1997 to 1998, he served as a medical officer and lead reviewer for IDEs and 510(k)s in the Office of Device Evaluation at the U.S. Food and Drug Administration, Neurological Devices Division. In 1998, he received his medical degree from The Johns Hopkins School of Medicine. From 1991 to 1997, Dr. Greenberg conducted animal and human trials demonstrating the feasibility of retinal electrical stimulation in patients with Retinitis Pigmentosa. This work was done at the Wilmer Eye Institute at The Johns Hopkins Hospital in Baltimore and led to the granting of his Ph.D. in 1997 from the Johns Hopkins Biomedical Engineering Department.

Dr. Greenberg also has biosensor and microsensor fabrication experience from work and teaching at the Whittaker Sensors Laboratory at Johns Hopkins. He received a degree in Technical Electronics from Nassau Technical Institute in 1985 and a B.S. in Electrical and Biomedical Engineering from Duke University in 1990.

Dr. Greenberg started several other small companies including 'Campus Security' where he designed, manufactured, and marketed an electronic intercom security system called TELEKEY®. These intercoms are currently in use in every dormitory at Princeton, Duke, and several other universities across the U.S.

Linda Johannesen

Linda Johannesen is a nationally renowned author and leader in school reform; her work focuses on the role of the visual, performing, and literary arts in student learning and achievement. As senior author of initiatives, including *Different Ways of Knowing, Writing and Thinking: A Process Approach, and Insights: Reading as Thinking K-4*, Johannesen's research-based models support rigorous instruction in ways that are adaptive and flexible, and that tap individual student talents and expertise. While president of the Galef Institute in Los Angeles, Johannesen developed the research-based model for integrating the arts

into teaching and learning of all subjects, and today, this model continues to be adopted and adapted by schools and districts throughout the U.S.

Johannesen holds degrees from Northeastern Illinois University and The University of Chicago. She began her career as a teacher in the Chicago Public Schools where she was enlisted into the Dept. of Research and Evaluation. Also in Chicago, Johannesen co-founded and co-directed Art Worlds, Inc., a non-profit organization dedicated to cross-cultural art exhibitions, and Acamedia, a non-profit organization dedicated to high school media literacy, winning the Chairman's Award for Excellence from the NEH. Among current affiliations, Johannesen is Director of Broad Reach Advisors, Inc, Senior Advisor to ArtWorks for Kids, and is on the Advisory Board of the Los Angeles Arts Association.

Gabrielle Samuels

Gabrielle Samuels is a parent at LFCSA, and has served as the fundraising co-chair since 2007. Her own education started in Redding, CT where she was a student in an experimental section of her public school, called "The Non-Graded," and she experienced first hand the benefits that come with an innovative approach to education. Her higher education is in theatre arts, receiving a bachelor's degree with honors in Drama from University of California, Irvine. Her acting career prepared her (barely) for the challenging, yet rewarding, field of parenting. After the birth of her second child, she saw that there was a serious lack of classes that focused on new moms and their well-being. With that in mind, in 2004 she brought Stroller Strides to Los Angeles, an exercise class that parents can do with their babies in strollers, so that new parents (mothers in particular) can get back in shape, be with their children, and find the support of other new moms. In 2006, before the birth of their third child, she and her husband, Howard, opened Wonderland Treatment Center, an individualized drug and alcohol treatment center in the Hollywood Hills.

Constructing and implementing the fundraising calendar with the help of the dedicated parents at LFCSA has been an amazing journey for Gabrielle. The team has consistently met and exceeded their financial goals each year. Being able to witness the LFCSA community's passion for creative education and the lengths it is willing to go for the betterment of education, has been nothing less than inspiring for Gabrielle.

Sharon Sutton, Ed.D.

Dr. Sharon Sutton is currently the Coordinator of Technology and Outreach at Seeds University Elementary School (UES), the laboratory school for the Graduate School of Education and Information Studies at UCLA. During her tenure she has led Seeds UES to national prominence for its model use of technology. Dr. Sutton has a doctorate in educational technology from Pepperdine University. In addition to conducting extensive professional development on technology integration for local school districts, NCREL, and the Department of Defense Schools, she has also presented to California legislators and at local and national conferences on the topics of technology integration and preparing teachers and students for the 21st century.

Dr. Sutton was project co-leader of a team that developed an information literacy curriculum that serves as the foundation for the project-based learning approach used at Seeds UES. She also leads and coordinates professional development teacher institutes, "Managing Information in the Digital Age." Dr. Sutton was recognized by the Apple Computer Company, as an Apple Distinguished Educator, in 2003. She currently serves on the Board of Directors for Computer Using Educators (CUE) for the state of California.

Advisory Board

Rita Flynn, Ed.D.

Dr. Rita Flynn has been an educator for over 40 years, with a wide range of experience. She most recently was a Principal's Coach for Pivot Learning Center, where she gave one-on-one coaching to a cohort of principals in Palmdale, CA and Beverley Hills, CA school districts. Before this, Dr. Flynn was in higher education as an instructor and supervisor at the University of California, Los Angeles' Principal Leadership Institute, where she oversaw the prospective urban leaders' growth in the program and field, and lead them through courses, including *Supervision of Curriculum and Instruction*, and *The Field Experiences –Theory to Practice.*

Dr. Flynn began her career as a teacher, including several years at the Yanbu International School in Yanbu, Saudi Arabia. She supervised the gifted curriculum at a district level for LAUSD before receiving her administrative credential and becoming a principal in 1984. From 1994-2001, Dr. Flynn was principal of Norwood Elementary, a large, urban elementary school, located near downtown Los Angeles, California. Norwood School was designated a *California Distinguished School* during her tenure. Noteworthy attention was given to the community outreach efforts, exemplary parent involvement programs, and the network of 24 health and human service providers established through Norwood's Healthy Start Program. After leaving school administration, Dr. Flynn became the Director of the Urban Learning Center, where she led the efforts of transformation at urban schools on three levels of reform: curriculum and instruction, site governance, and learning supports to ensure the physical and emotional well-being of students and their families.

Dedicated to education, not just professionally, but also personally, Dr. Flynn received her B.A. in Education and History from the University of San Diego, her M.S. in Education from California State University, Los Angeles, and her Ed.D. from the University of Southern California's Rossier School of Education.

Stuart Gothold, Ed.D.

Dr. Stuart Gothold is a Clinical Professor of Education Emeritus with the University of Southern California's Rossier School of Education, and has been with USC for the past 15 years. Prior to his time with USC, he was the Superintendent of the Los Angeles County Office of Education, where he was responsible for 200 school sites, 3700 employees, 22,000 students, and an annual budget of $395 million.

Before joining the County Office, Dr. Gothold was Superintendent of South Whittier School District. In 1983, Superintendent of Public Instruction Honig appointed Dr. Gothold to the Governor's Commission on School Governance and Management. In 1984, he was appointed by Secretary of Education Bell to the National Advisory Board on International Education Programs.

Dr. Gothold is currently co-chair of the Los Angeles Music Center's Education Committee and has served on the Board for the past 20 years. He was a founding member and Executive Director of Educational Insights, a national education think-tank, and Dr. Gothold sits on the Board of Directors for FEDCO, the National Advisory K-12 Board for Parsons Corp, and the Board of Directors of KCET Los Angeles. He has worked closely with Lou Tice, and his company, The Pacific Institute, and was instrumental during Pete Carroll's efforts to start the "A Better L.A." organization.

Dr. Gothold received his B.A. and M.Ed. from Whittier College, and his Ed.D. from the University of Southern California. In 1988, he received an honorary LL.D. from Whittier College.

Bruce C. Newlin, Ed.D.

Dr. Bruce Newlin has been an educator for many years. Recently, he has come out of a second retirement to become Superintendent of Hermosa Beach Unified School District. Before returning to district work, Dr. Newlin was the Director of the Principal Leadership Institute and on the Faculty of the School Management Program at the University of California, Los Angeles, where he helped guide future leaders in education. Prior to joining UCLA, Dr. Newlin was Superintendent of Ceres, Norwalk-La Mirada, Pleasanton Joint, and Lancaster Unified School Districts. Throughout his career, he has stayed close to higher education as an Adjunct Professor at Chapman College, Saint Mary's College, and California State University, Fullerton. A native of Southern California, he started is career in1959 as a teacher at the John Thomas Dye School in Bel Air.

Throughout his dedicated career in education, Dr. Newlin has had the opportunity to work with a number of prominent leaders in the field of education. He served as the Chairperson of the California State Curriculum Commission, the Chairperson for the Governors Report/Business Roundtable Task Force in 1988, and served on the California Credentialing Commission Task Force. He was a member of the IBM National Advisory Board for Education; the Advisory Board of the Los Angeles Music Center's *Academy for the Performing Arts*; the Advisory Board for the California Institute for Education in the Arts; and the National Advisory Board of the J. Paul Getty's *Institute for Education in the Arts,* among countless others. He is also a published author, co-founded the company Leadership Solutions, Inc., and has been an active member in community and civic organizations.

Dr. Newlin received his B.S., M.S., and Ed.D. from the University of California, Los Angeles.

Eugene Tucker, Ed.D.

Most recently, Dr. Eugene Tucker has become a consultant to the country of Georgia, working to upgrade their educational system. Under his guidance, Georgia can move forward from their Soviet style of the past and begin to understand, embrace, and implement best practices from the "west," in the hopes that their children can be successful in the 21st century. He is currently a Professor at the University of California, Los Angeles, where he is on the faculty of the Ed Leadership (ELT) doctoral program. Before entering into higher education, Dr. Tucker was Superintendent of Santa Monica/Malibu, ABC, and Coachella Valley Unified School Districts.

Dr. Tucker received his B.S., M.S., and Ed.D. from the University of California, Los Angeles.

APPENDIX N

Leadership Resumes

Karin Newlin

Experience
Principal/Director, Los Feliz Charter School
2006- Present

Galef Institute, Different Ways of Knowing
2004 - 2006

- Change Agent
- Facilitator for School Improvement Process
- Team Building
- Leadership Coaching

UCLA Principal's Institute and School Management Program
2002 – 2006

- Professor
- Leadership Coach

Urban Learning Center
2001 – 2003

- Leadership Coach
- School-wide Coach

Public Education Administrator and Teacher,
1965 - 2001

- Palos Verdes Unified School District

Principal, Lunada Bay School – 1996-2001

- Tracy School District

Principal, McKinley Elementary School – 1990-1996

- ABC Unified School District

Principal, Gonsalves Elementary School – 1979-1985
Principal, Niemes Elementary School – 1985-1990

- Redondo Beach School District

Principal, Alta Vista Elementary School – 1978-1979

- Newark Unified School District

Principal, John F. Kennedy Elementary School – 1977-1978

- San Ramon Unified School District

Teacher, Green Valley School – 1976-77

- Lancaster School District

Principal, Desert View Elementary School – 1974-76
Principal, Park View Jr. High School – 1972-1974
Director of Learning, 1971-1972
Teacher, K, 2, 4, 7, & 8 – 1965-1971

Education
University of Southern California

- **Master of Science**

Major: School Administration

- **Bachelor of Science**

Major: English Literature
Minor: Education

Leadership

Educational Insights: National Education and Corporate Think-Tank
Educational Member, **2004 - present**

Los Angeles Art Association
Vice President, Board of Directors, **2005 - 2008**

J. Paul Getty Trust National Advisory Board, 1982 - 1987
Institute for Arts Education, School Principal Representative

- Presentations throughout California

State Department of Education, 1991-1995
California Restructuring Project

- Presentations throughout California

Awards

California Administrator of the Year, 1996

- Association of California School Administrators

Elementary Principal of the Year, 1995

- Association of California School Administrators, Region 7

California Distinguished Principal, 1994

- California State Department of Education

Outstanding Contribution to Education

- Tracy School District
- Award two separate years

Administrator of the Year

- Tracy School District

Administrator of the Year

- Newark Unified School District

Honorary Service Award

- District PTA Council, Redondo Beach School District

Continuing Honorary Service Award

- Niemes School PTA Council

Continuing Honorary Service Award

- Lunada Bay School PTA Council

Publications **Music Center on Tour**

- Instructional Booklet for "J.P. Nightengale"
- Instructional Booklet for "Paul Tracey, Music Man"

Videos Los Angeles County Office of Education

- Instructional Video for Clinical Supervision Training

J. P. Getty Trust

- Arts Education in the Elementary School

Presentations

"Art in the Elementary School"

- CSBA Conference, San Francisco

"Discipline-Based Art Education"

- Getty Institute, various locations

"The Principal as Instructional Leader"

- Getty Institute for the Arts

"**The Principal's Role in the School Improvement Process"**

- California State Department School Improvement Program

"Conflict Resolution"

- ACSA Personnel Academy, Pomona

"Science in the Elementary Curriculum"

- CSBA Conference, San Francisco

"**The Restructuring Protocol"**

- Various Sites throughout the state, for State Department of Education

"Restructuring Education and Change"

- Various Sites throughout the state, for State Department of Education

Professional Organizations

Association of California School Administrators (ACSA)
Delta Kappa Gamma
Phi Delta Kappa

Karolynne Gee

Experience

- Designer and facilitator of staff development, teacher training, coaching and instructional design specializing in student-centered, inquiry-based learning ; emphasis on the process of learning utilizing the visual and performing arts to deepen conceptual understanding and the implementation of interdisciplinary curriculum, instruction, and assessment.

- Designer and facilitator of whole-school improvement and continuous growth focused on student achievement through the identification and development of teacher leaders and administrators to ensure internal capacity as a learning community.

- Co-designer, three year course of study for developing teaching artists and teachers as instructional coaches and leaders

- Demonstration teacher and trainer at the University Elementary School, Laboratory School of the University of California at Los Angeles (UCLA).

- National education consultant working with Madeline Hunter (UCLA) and independently as specialist in clinical supervision, effective instruction, team teaching, and thematic, integrated instruction providing staff development to schools and districts.

- Joined the Galef Institute, a nonprofit organization in 1990 as senior program consultant and co-principal investigator of *Different Ways of Knowing*, a model integrated, interdisciplinary curriculum and professional development resource; primary responsibilities included designing a national model of job-embedded professional development with components of coaching, formal institutes and workshops for teachers and instructional leaders towards the goal of supporting continuous improvement and growth.

Accomplishments

- Initiated, co-designed, organized and administered *Different Ways of Knowing*, a school improvement program incorporating professional development, pedagogy and model curriculum tools founded on research-based best practices. The program included formal institutes, workshops and onsite job-embedded coaching and mentoring for classroom teachers, instructional specialists and school administrators. In development from 1990-93, the model was field tested, evaluated and refined reflecting feedback from participating teachers and principals in urban, rural, and suburban schools in California, Kentucky and Massachusetts.

- From 1993-2006 the *Different Ways of Knowing* model was implemented nationally with partnership schools and adapted by design to incorporate new learning in the areas of systemic reform, school change, and adult learning which allowed for the emergence of a robust inquiry-based model of professional learning focused on results for students and teachers.

- Established training model and process for goal-setting, self-assessment, continuous development and renewal for teaching artists, generalists, and instructional specialists functioning in roles as instructional coaches and facilitators of learning utilizing principles of adult learning and strategies for integrating the arts across the curriculum for grades K-8.

- Established and supervised Galef's national faculty of coaches to support regional and local implementation of *Different Ways of Knowing* based on assessment and school context, knowledge of content, standards, coaching skills and dispositions.

- Co-designed and implemented feedback and reporting procedures with partnership schools, teachers, leadership teams, and external school coaches to ensure quality control and accountability.

- Formulated protocols and tools for designing/facilitating standards-based arts in learning and arts and literacy workshops based on teaching for understanding incorporating hands-on experiences, reflection, and strategies that transfer to classroom practice.

- Developed/implemented process for coaching and mentoring educational consultants and staff including teaching artists, instructional specialists , experienced and new teachers in the skills, dispositions, and roles of coaching using inquiry-based methods.

- Developed systematic process for continuous school improvement through the incorporation of distributed leadership by training and empowering teachers as leaders.

- Primary responsibility for design and implementation of *Different Ways of Knowing* National Institutes in Leadership bringing together K-8 school administrators, instructional leadership teams and teacher leaders from multiple states for annual three-day conferences in California in 2003, 2004, 2005, and 2006.

- Co-design and facilitated one of twelve week-long NEA Teacher Institutes funded across the nation by the National Endowment for the Arts, summer 2006 at the Hammer Museum, UCLA. *The National Endowment for the Arts Teachers Institute: Finding Voice Institute* involved K-8 teachers who studied anchor works of art as a basis for designing and implementing standards-based curriculum units integrating the visual and performing arts with English-Language Arts and Social Studies/History.

Publishing

- Author, *Visual Arts as A Way of Knowing*, Strategies for Teaching and Learning Professional Library. The Galef Institute/Stenhouse Publishers. 2000.

- Author, "Seeing to Write: The Influence of Visual Arts on Children's Writing": Study in *The Power of Context:* Studies by Teacher-Researchers. Vo. 1. Regents of the University of California. 1990.

- Co-Author, *Art Educators: Escalate Your Teaching Skills* (Part 1) with Madeline Hunter. NAEA Advisory. The National Art Education Association. Reston, VA 1988.

- Co-Author, *Art Appreciation/Art History Lesson* (Part 2) with Madeline Hunter. NAEA Advisory. The National Art Education Association. Reston, VA. 1988.

Employment History

The Galef Institute (1990-2006)
- Senior Vice President (2001-2006)
- Vice President Professional Development & School Services (1995-2001)
- Director of Professional Development (1993-1995)
- Senior Instructional Program Consultant and Visual Arts Specialist (1990-1993)

University Elementary School, Laboratory School, GSE, UCLA (1976-1990)
- Demonstration Teacher : Early Childhood through Upper Elementary
- Teacher Trainer: All grades
- Coordinator Visual and Language Arts
- Coordinator/Administrative Team: Middle and Upper School

Independent Education Consultant (1980-1990)
- Consulted with Madeline Hunter, Ed.D., focused on Clinical Supervision, Effective Instruction, Instructional Leadership and Continuous School Improvement
- Consultation nationally to school districts and schools on topics such as: The Arts and Integrated Learning; Team Teaching; Multi-age Grouping; Non-Grading; Classroom management; Mentoring & Peer Coaching; Teacher Development

Professional Editor/Writer/Annotator (1976-65)
- Freelance Writer and Annotator (1974-1976)
- Writer/Editor, Capitol Records Inc., Angel Records, EMI (1965-1974)

Manager, Tri-Arts Studio (1959-65)

Education

University of California, Los Angeles	1956, BA, Art
California State University, Northridge	1976, Credential Program

Credentials

State of California, Standard Teaching Credential Grades K-9	1979, Life Credential

Professional Activities
- Arts Education Partnership Steering Committee
- California Arts Alliance for Education
- National Staff Development Council
- National Association for Curriculum and Instruction

Organizations:

Gold Shield, Alumnae of UCLA; Immediate Past President 2006-2008

UCLA Alumni Association, Life member
UCLA Alumni Scholars - Mentor
Chinese-American History Museum, Founding Member; 888 Circle

Nancy Martorelli

Professional Experience:

6/06 – present	The Los Feliz Charter School Through the Arts Assistant Principal
8/02 – 6/06	Los Angeles Unified School District, Laurel Elementary School, Math Coach
9/99 – 6/02:	Los Angeles Unified School District, Wonderland Avenue Elementary School, Teacher
8/89 – 6/99:	Los Angeles Unified School District, Trinity Street Elementary School, Teacher
9/83 – 5/88	The Convent of the Sacred Heart, 1 East 91st Street, New York, NY, Music Teacher
1/84 – 12/86:	The Gateway School for Learning Disabled Children 921 Madison Avenue, New York, NY, Music Teacher
1/84 – 12/86:	Teachers College, Columbia University, Keyboard Class Instructor

Credentials:

Master of Arts, University of California, Los Angeles, Education, 2005

Master of Arts, Teachers College, Columbia University, Music/Music Education, 1986

Administrative Services Credential – California, October 1, 2005

Clear, Multiple Subject Teaching Credential for the State of California, 2008 - 20013

Bachelor of Arts, Douglass College, Rutgers University, Music Education, 1977

Permanent Non-Graded Teaching Credential for the State of New Jersey, 1977

Bilingual Certificate of Competency for the State of California – Spanish

Leadership and Professional Development:

Critical Thinking Institute
Corrine A. Seeds UCLA Lab School, 2008

Early Literacy Institute
Corrine A. Seeds UCLA Lab School, 2006, 2007

University of California, Los Angeles, Mathematics Project,
Continuing Leadership Institute, 2003 – 2004

Behavior Case Manager (BICM) Training, 2009
California English Language Development Test (CELDT) Training, 2008
STAR Testing Training, 2008, 2009
Institute For Learning, 2003 – 2004
LEARN Leadership Council 1995 – 2004
Gifted and Talented Education Coordinator, 1999 – 2000
United Teachers Los Anglels, chapter Chair, 1996 – 1999
University of California, Los Angeles, Mathematics Project, 1997
Association for Supervision and Curriculum Development, member

APPENDIX O

PRINCIPAL JOB DESCRIPTION

DESIRED ATTRIBUTES

The successful candidate will be energetic, knowledgeable about operational and financial issues common to a school, experienced in creating and implementing creative curriculum, and passionate about a school model that empowers teachers and values arts-integrated and project-based learning. Other desired attributes include:

- Precise and persuasive interpersonal, communication and writing skills.
- Relevant masters or equivalent education.
- Experience in coordinating a schoolwide standardized testing program
- Experience with IEPs, Student Study Teams and 504 plans
- Able to organize and supervise volunteers and artists-in-residence, and hold others accountable for work responsibilities.
- Prior administrative experience a plus.
- Bilingual/bi-literate Spanish a plus.
- Demonstrated experience in grant generation and management is a plus.

MAJOR DUTIES AND RESPONSIBILITIES

- INSTRUCTIONAL LEADER: Hire, develop, support, and evaluate all LFCSA staff to ensure high quality implementation of the charter-specified educational program; seek out and maintain relationships with partner organizations and model schools that provide support, resources, and services to the school.
- FINANCES: Develop and monitor the school's budget; create detailed financial reports; manage payroll and benefits; manage contracts with outside vendors, property managers, etc.; and file reports with the district, county, state, and federal agencies, and the IRS, as required.
- GRANTS & FUNDRAISING FINANCE: Coordinate outside grant and financial development efforts; work with LFCSA Board to implement development plan; work with parent committees to implement fundraising plan; maintain donor database and monitor follow-up communication with donors.
- COMMUNICATION AND PUBLIC RELATIONS: Facilitate communication among all key school entities, ensure effective communication between the administration and the parent body; Manage public relations and ensure good press.
- STRATEGIC & LONG TERM PLANNING: Manage process for determining priorities; Set development timetables and support school team in achieving deliverables; Work with LFCSA Board in finding and funding permanent school site.
- STANDARDIZED TESTING: Schedule standardized testing; Order test materials; Maintain security of test materials; ship tests and analyze and post results.
- TECHNOLOGY: work with LFCSA Board to develop and implement technology plan to support administration and instruction; Serve as liaison with IT consultant around maintenance and repair of computers and network.
- HIRE AND OVERSEE OFFICE MANAGER WHO WILL:
    1. Establish and maintain records and information system database of student documents on registration, enrollment, attendance, grading and parent volunteer hours; Obtain previous

student records and transmit records as requested to other schools; Maintain employee personnel records; Coordinate fingerprinting process for staff and volunteers;

2. Generate reports, transcripts, report cards; Prepare all required reports including CBEDS, Free and Reduced Lunch, English Learners, Monthly Attendance; Monitor attendance and produce reports as needed to help staff monitor and acknowledge participation of students (could include daily, weekly, monthly, by term).
3. Manage daily operations, facilities, safety, and administrative processes at school site, including addressing issues and problems that arise in a principle-centered, creative, thoughtful and constructive way; following-up with constituents as needed; and seeking outside support as appropriate.

- OTHER: Performs other related duties as required and assigned

APPENDIX P

ASSISTANT PRINCIPAL JOB DESCRIPTION

POSITION SUMMARY
As directed by the principal, the K-6 Assistant Principal assists the site to meet school goals, attain school plan objectives through supportive management of the school's educational programs, and coordinates all state and federal categorical/special programs provided at the school site.

RELATIONSHIPS
Directly responsible to the Principal. Directly responsible for personnel assigned by the Principal. Assists staff, parents and students to maximize the use of all categorical and special programs.

MAJOR DUTIES AND RESPONSIBILITIES
- Leads staff in accelerating student achievement through the development, implementation, monitoring, and evaluation of all assigned programs.
- Interviews, schedules, trains, supervises, and evaluates assigned certificated and classified staff members.
- Provides guidance, assistance, and support to the staff in its effort to restructure the educational process.
- Plans, implements, and evaluates activities to improve student expectations, motivation, and self-esteem.
- Supports cultural diversity through student activities, staff development and the acquisition of appropriate instructional materials.
- Provides information on research-based instruction and programs designed to increase student achievement.
- Coordinates needs assessments and resulting staff development offerings for teachers, sides and parents.
- Supervises implementation of programs to ensure alignment with state standards and District courses of study.
- Plans, implements, and evaluates programs and procedures for student attendance, discipline and student services.
- Shared responsibility for campus safety, student behavior management and campus control.
- Manages the site Student Review Team, testing coordination, and IEP review process.
- Manages counseling activities, student support services, after-school tutorials and enrichment programs.
- Supervises extra curricular activities.
- Actively seeks business partnerships and community involvement programs.
- Develops and manages in consultation with staff and parents, various site budgets.
- Monitors compliance issues and maintains support documents.
- Performs other related duties as assigned by the principal.
- Monitors the academic achievement of students in special projects and meets with teachers to plan appropriate intervention strategies.
- Schedules and conducts project-related staff development programs for teachers and other staff members.
- Coordinates, provides parent education and promotes parent involvement activities mandated by special projects.
- Maintains, monitors and assists teachers to keep all required special project records at the school.
- Manages all categorical special programs and categorical budgets to insure that students receive the appropriate supplemental services for which they are eligible according to state, and federal guidelines.
- Assists in planning and writing appropriate grant applications.
- Responsible for student testing required for categorical and special project programs.
- Responsible for categorical and special project programs evaluation.

KNOWLEDGE AND ABILITIES

- Knowledge of the principles, practices, and procedures of elementary and middle school organization, law, policy, programs, curriculum and administration.
- Knowledge of the growth, development, and learning of elementary and middle school age-students.
- Knowledge of current curriculum and instructional innovations.
- Ability to speak and write effectively.
- Ability to conduct meetings, seminars, and workshops.
- Ability to maintain harmonious working relationships with all facets of the school community.
- Knowledge of and ability to organize and evaluate regular and specially funded programs.
- Knowledge of and ability to manage state and federally funded programs at the school site level.

APPENDIX Q

TEACHER JOB DESCRIPTION

POSITION SUMMARY

To teach class to provide an educational program for pupils in grades K-6 or a combination thereof.

MAJOR DUTIES AND RESPONSIBILITIES

- Teaches reading, language arts, including spelling and handwriting, social science, mathematics, science, health, art, physical education and music to pupils utilizing courses of study adopted.
- Instructs pupils in citizenship, communication skills and other general elements within the courses of study as specified in the Education Code and procedures of the school.
- Develops lesson plans and instructional materials and provides an individualized program of education by adapting the curriculum to meet the needs of individual students.
- Establishes and maintains standards of pupils behavior necessary for them to achieve learning prior to evaluation the pupil's academic growth and social progress toward acceptable standards.
- Communicates with parents through a variety of means; holding conferences for discussion of pupil progress, written report cards, memos and letters to interpret the school program utilizing the records maintained on each pupil.
- Creates an effective environment for learning, by use of displays and/or bulletin boards and interest centers prepared in conjunction with the educational program using students where possible in the development of such centers and displays.
- Requisitions books, instructional aids, supplies and maintains basic accounting inventories and records.
- Supervises pupil activities in and out of the classroom, during the assigned work day.
- Administers group tests in accordance with procedures.
- Participates in curriculum developmental programs with in the school assignment and assists in sponsorship of students activities and participates in faculty committees.
- Participates in parent organization and other professional or community-school organizations and activities.
- Performs other related duties as assigned by the Principal

APPENDIX R

LFCSA

Fiscal Policies and Procedures Handbook

Overview

The Governing Board of Los Feliz Charter School Through the Arts (LFCSA) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of LFCSA to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Governing Board formulates financial policies and procedures, delegate's administration of the policies and procedures to the Principal and reviews operations and activities on a regular basis.
2. The Principal has responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All administrative employees are required to take annual vacations of at least five (5) consecutive days.
5. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
6. The Governing Board will commission an annual financial audit by an independent third party auditor who will report directly to them. The Governing Board will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Governing Board and the charter-granting agency.
7. The Governance Council can appoint someone else to perform the Principal's responsibilities in the case of absence.

Annual Financial Audit

1. The Governing Board will annually appoint an audit committee by January 1 to select an auditor by March 1 prior to year end (June 30th).
2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
    a. An audit of the accuracy of the financial statements
    b. An audit of the attendance accounting and revenue accuracy practices
    c. An audit of the internal control practices

Purchasing

1. The Principal may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts over $5,000.
2. The Principal must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than $500 (format to be provided by ExED), must be signed by the Principal and submitted to ExED with the related invoice.
3. When approving purchases, the Principal must:
    a. Determine if the expenditure is budgeted
    b. Determine if funds are currently available for expenditures (i.e. cash flow)
    c. Determine if the expenditure is allowable under the appropriate revenue source
    d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
    e. Determine if the price is competitive and prudent. All purchases over $5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Any individual making an authorized purchase on behalf of the school must provide ExED with appropriate documentation of the purchase.
5. Individuals other than those specified above are not authorized to make purchases without pre-approval.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.
7. The Principal may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Principal and/or Governing Board.
    a. The school card will be kept under locked supervision in the Principal's office, and authorized individuals must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Principal.
    b. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
    c. Credit cards will bear the names of both LFCSA and the Principal.
    d. Debit cards are not allowed.

Petty Cash

1. The Assistant Principal will manage the petty cash fund.
2. The petty cash fund will be capped at $350.
3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Assistant Principal and Principal will have keys to the petty cash box and drawer or file cabinet.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. ExED will insure that the petty cash slip is properly completed and that a proper receipt is attached.

6. At all times the petty cash box will contain receipts and cash totaling $350. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Assistant Principal within 48 hours of withdrawing the petty cash.
7. When expenditures total $200 (when cash balance is reduced to $150), the Assistant Principal will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Principal. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to ExED.
8. Petty cash fund reimbursement checks will be made payable to the Principal.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the Principal.
10. Loans will not be made from the petty cash fund.
11. ExED will conduct surprise counts of the petty cash fund.

Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over $5,000.
    a. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
3. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
    a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Principal may also require that contract service providers list the school as an additional insured.
4. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Office Manager will obtain a W-9 from the contract service provider prior to submitting any requests for payments to ExED.
5. The Principal will approve proposed contracts and modifications in writing.
6. Contract service providers will be paid in accordance with approved contracts as work is performed.
7. The Principal will be responsible for ensuring the terms of the contracts are fulfilled.
8. Potential conflicts of interest will be disclosed upfront, and the Principal and/or Member(s) of the Governance Council with the conflict will excuse themselves from discussions and from voting on the contract.

Accounts Payable

Bank Check Authorization

1. All original invoices will immediately be forwarded to the Principal for approval.
2. The Principal will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to ExED with the invoice. ExED will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Once approved by the Principal, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to ExED on at least a weekly basis (Principal should be aware of invoice due dates to avoid late payments). ExED will then process the invoices with sufficient supporting documentation.
4. The Principal may authorize ExED to pay recurring expenses (e.g. utilities) without the Principal's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to ExED in writing and updated on an annual basis.

Bank Checks

1. The Governance Council will approve, in advance, the list of authorized signers on the school account. The Principal, the Chief Operating Officer at ExED, and any other employee authorized by the Governance Council may sign bank checks within established limitations.
2. The Governance Council will be authorized to open and close bank accounts.
3. ExED and the Principal will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Principal will send appropriate approved documentation to ExED.
5. Once approved by the Principal, ExED types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).
6. The Principal and Chief Operating Officer at ExED will co-sign checks in excess of $2,500 for all non-recurring items. All checks less than $2,500 require only the signature of the Chief Operating Officer at ExED, or when not available the Principal.
7. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
8. ExED will record the check transaction(s) into the appropriate checkbook and in the general ledger.
9. ExED will distribute the checks and vouchers as follows:
    a. Original – mailed or delivered to payee
    b. Duplicate or voucher – attached to the invoice and filed by vendor name by an ExED accountant.
    c. Cancelled Checks – filed numerically with bank statements by an ExED accountant.
    d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to ExED who will attach any other related documentation as appropriate.

Bank Reconciliation

1. Bank statements will be received directly, unopened, by the Vice President, Finance and Accounting at ExED assigned to the school.
2. ExED will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
3. An ExED accountant will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The ExED accountant will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Vice President, Finance and Accounting at ExED assigned to the school and the Principal.
5. The ExED accountant will prepare a monthly summary report to be approved by the Vice President, Finance and Accounting at ExED assigned to the school.

Accounts Receivable

1. Documentation will be maintained for accounts receivable and forwarded to ExED.
2. Accounts receivable will be recorded by ExED in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. For each fundraising or other event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
    a. The Volunteer Coordinator will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
    b. The cash, checks, receipt book, and deposit summary must be given to the school Assistant Principal by the end of the next school day, who will immediately put the funds in a secure, locked location.
    c. Both the Volunteer Coordinator and the Assistant Principal will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at the school office will be placed directly into a lock box by the person dropping off the cash/checks.
    a. All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
    b. The Assistant Principal and one other staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
    c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
3. Cash/checks dropped off in the classroom will utilize the classroom clipboards. Each classroom has a designated clipboard hanging near the entrance to the classroom. Each morning, the homeroom teacher assigned to that classroom will collect all forms, payments, etc. that have been brought in by students that day, place them in a large envelope, and attach the envelope to the clipboard. Before lunchtime, an office staff member and a second staff member (who may be an office staff member or an aide) shall collect all clipboard envelopes from each classroom and bring them to the office, where they will be processed following the guidelines used for the lock box, above.

4. Mail received at the school must be opened in the presence of at least two office staff members.
    a. For any cash or checks received in the mail, the Assistant Principal will prepare a deposit packet itemizing the amount, source, and purpose of each payment, with a designated office staff member counting the funds and verifying this in writing.
5. Twice a week, the Assistant Principal will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be sent to ExED with the weekly mailing of invoices.
6. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only; LFCSA; Bank Name; Bank Account Number, Date Received by the School."
7. A deposit slip will be completed by the Assistant Principal and initialed by the Principal for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
8. Deposits totaling greater than $2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than $2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
9. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to ExED to be filed and recorded weekly.

Volunteer Expenses

1. All volunteers will submit a purchase requisition form to the Principal for all potential expenses.
    a. Only items with prior written authorization from the Principal will be paid/reimbursed.

Returned Check Policy

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by ExED or the Principal, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Principal and/or Governing Board.
4. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Principal and/or Governing Board.

Personnel

1. The Principal will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
2. The Principal will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, form I-9, and health insurance forms have been completed.

4. A position control list will be developed during budget season. ExED will notify the board of any variances to the position control throughout the year.

Payroll

Timesheets

1. All classified employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to ExED on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to classified employees and is defined as hours works in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Principal for further guidance.

Payroll Processing

1. For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Principal will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to ExED who will verify the calculations for accuracy [see attached sample].
2. For salaried employees, employees must sign into a log book to verify working days for accuracy. The Office Manager will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
3. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes

initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to ExED.

4. The Principal will notify ExED of all authorizations for approved stipends.
5. ExED will prepare the payroll worksheet based on the summary report from the designated school employee.
6. The payroll checks (if applicable) will be delivered to the school. The Principal will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Filings

1. ExED will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. ExED will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Principal, and submit the forms to the respective agencies.

Record Keeping

1. The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
    a. The designated school employee will immediately notify the Principal if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
    b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

Expenses

Expense Reports

1. Employees will be reimbursed for expenditures within ten (10) days of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to ExED.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the Principal must sign expense reports.
5. Principal expense reports should be approved by a member of the board and always be submitted to ExED for processing and payment
6. Expenses greater than two months old will not be reimbursed.

Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The Principal must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will

be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.

4. Travel advances require written approval from the Principal.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Principal for approval and then on to ExED for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

Governing Board Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.
2. The Principal will approve and sign the expense report, and submit it to the ExED for payment.

Telephone Usage

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the school for all personal telephone calls.

Finance

Financial Reporting

1. In consultation with the Principal, ExED will prepare the annual financial budget for approval by the Governing Board.
2. ExED will submit a monthly balance sheet and monthly revenue and expense summaries to the Principal including a review of the discretionary accounts and any line items that are substantially over or under budget ($5,000 or +/- 10% of established budget, whichever is greater). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. ExED will provide the Principal and/or Governing Board with additional financial reports, as needed.

Loans

1. The Principal and the Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the Principal before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.

3. Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Governing Board or Principal, certain documentation may be maintained for a longer period of time.
2. ExED will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.
4. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Reserves /Insurance/Liabilities/Assets

Funds Balance Reserve

1. A funds balance reserve of at least 5% of the total unrestricted General Funds revenues will be maintained.
2. ExED will provide the Principal with balance sheets on a monthly basis. It is the responsibility of the Principal and the Governance Board to understand the school's cash situation. It is the responsibility of the Principal to prioritize payments as needed. The Principal has responsibility for all operations and activities related to financial management.

Insurance

1. ExED will work with the Principal to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The Principal and ExED will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Principal and ExED will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.