

Ararat Charter School

**Charter Petition
Submitted to the Board of Education of
the Los Angeles Unified School District**

**Request for Five-Year Term
July 2010 – June 2015**

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**LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Office**

Letter of Intent to Apply for a Charter School

Name of proposed charter school: Ararat Charter School

General location of proposed charter: North Hollywood geographical area

Projected grade levels: K-5 **Projected enrollment:** 340

Lead Petitioner Information:

Name: Dr. Berjouhi Koukeyan

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Other members of the Charter Development team

Shake Avakian
Gabriel Injejkian
Silva Karayan

Rita Mahdessian
Hermine Mahseredjian
Vahe Markarian

Ani Shahbazian
Aida Tatiossian
Barbara Terpanyan

Certification:

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

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

Berjouhi Koukeyan, Ed.D.

PRINT NAME

Berjouhi Koukeyan

SIGNATURE

12/17/08

DATE

Received by:

PRINT NAME

SIGNATURE

DATE

CHARTER BRIEFING PAGE
Ararat Charter School

Name of Organization Applying for Charter:

Ararat Charter School Association, Inc. is the organization that is submitting the petition to start Ararat Charter School.

Grades Served and Number of students:

Ararat Charter School plans to serve students in grades K-5 with a projected enrollment of 340 students when the school is fully implemented.

Location and Facility Status:

The first choice for the target location is in the North Hollywood area. The second preference is East San Fernando Valley. At this time a final determination has not been made.

Compliance with Board Policy:

As described in demographic data in Element 1, the targeted schools in the North Hollywood area support the need for a more rigorous standards based curriculum. The four targeted schools in different zip code areas have APIs in the 700 range. Their state-wide rankings range from 3-6 and have been constant for the last three years. The goal of the Ararat Charter School is to attain a minimum API of 800 and above, with state wide rankings of at least 7-8. The founding members believe the following six main facets of the envisioned instructional program will insure Ararat Charter Scholl students will outperform neighboring schools: 1) Rigorous standard based instruction; 2) maximize and deepen student learning through the “thinking” curriculum; 3) utilize multiple and flexible methods of representation, expression and engagement; 4) strong support for English Language Learners, as well as, instruction in a second language; 5) maximize student learning by including parents and the community as key participations; and 6) provide enriched visual and performing arts curriculum.

Board of Directors:

Listed below are the names of the Board of Directors, with five out of nine members having strong and long time experience in the field of education in grades K-12 and at the university level. One member is an attorney at law. *Please refer to the attachment section for the résumés.*

- **Dr. Berjouhi Koukeyan – Chairperson**
Former Superintendent of Public Schools, Assistant Superintendent of Educational Services and principal
- **Ms. Herminee Mahseredjian – Co-chairperson**
Founding member and former school psychologist and professor at Cal State university, Northridge
- **Mr. Vahe Markarian - Treasurer**
Current principal/Director of LAUSD Charter School
- **Mr. Gabriel Inejikian – Co-Treasurer**
Founding member, chairperson of the Board of Trustees of the Ararat Charter Association and former principal
- **Ms. Aida Tatiossian – Secretary**
Current Coordinator of categorical programs
- **Rita Mahdessian – Legal advisor**
Founding member and Secretary to the Board of Trustee of the Charter Association
- **Shake Avakian – Member**
Founding member and current school psychologist in LAUSD charter school
- **Dr. Ani Shabazian – Member**

Early Childhood Education, Institution of Higher Education

- **Dr. Sylva Karayan – Member**
Professor of Special Education
- **LAUSD Representative – Ex Officio (TBA)**

Philosophy:

The founding members and the Board strongly believe that all students can learn and achieve high and rigorous academic standards. Furthermore, we believe that all students are entitled to a comprehensive education that includes the core academic subjects, and visual and performing arts. We also believe in educating the whole child and in fostering the desire for life long learning, individual growth and social responsibility. Our school will also embrace and celebrate ethnic and cultural identity and diversity. We will further respect, support and empower teachers, parents and members of the community in developing strong partnerships to serve the needs of all students.

Source/Core of Money:

The main source of funding will be state and federal allocations, such as, ADA, Categorical Block Grants. Ararat Charter School will work cooperatively and collaboratively with the California Department of Education, LAUSD, and the Los Angeles County Office of Education (LACOE) personnel to ensure the continued flow of funds to Ararat Charter School.

Leadership Team:

Ararat Charter School is very fortunate to have a number of dedicated and fully committed Trustees of the Ararat Charter Association, founding members and the nine members of the Governing Board. In all, they represent different fields of expertise, such as, education, law, the medical field and business. All members of the Governing board have participated in the development of different aspects of the petition. The following members have assumed leadership roles in this process:

Mr. Gabriel Injejikian - lead founding member and visionary

Berjouhi Koukeyan - lead petition developer

Herminee Mahseredjian - lead Charter Association Coordinator and petition developer

Vahe Markarian - charter school management and operations and petition developer

Shake Avakian - Charter school experience petition developer

Other Charters:

Ararat Charter Association has not applied to any other jurisdiction for approval and does not have sister charters.

Innovative practices:

Jean Piaget, an influential proponent of constructivism concluded that, “*the growth of knowledge is the result of individual constructions made by the learner.*”

Piaget further wrote that learning “*is not momentary; it is not static instance; it is a process. More specifically, it is a process of continual construction and organization.*”

The instructional programs at Ararat Charter School will encompass themes from major research findings conducted over the past 35 years. They will address the following areas: “*Guaranteed and viable curriculum*”; *innovative instructional strategies and curriculum design*; and *motivation and home environment*. These factors have been identified as having the greatest impact on student achievement (Marzano and Teddie, 2000; Good & Brophy, 1986).

Ararat Charter School also recognizes that learning is not a linear process and as such, the teaching strategies at ARARAT CHARTER SCHOOL will be based on the constructivist approach, where students are engaged in meaningful work, and are given opportunities to investigate, question, analyze, and construct new meanings and understandings. (Bruner, 1966, 1996, Cortez, 1986, Wiggins and McTigh, 2005)

Reflecting the constructivist approach, students will be provided learning opportunities and strategies where they are able to construct personal meaning, such as, process writing, problem-based mathematics, investigative science, and experiential social studies.

Therefore, the classroom environment at Ararat Charter School will be organized to mirror the following constructivist approaches:

- Curriculum is presented with emphasis on big ideas and concepts.
- Learning activities incorporate manipulatives.
- Students are encouraged to pose questions, analyze, interpret and construct new meanings.
- Assessment is embedded in the instruction that includes exhibits, projects, and portfolios
- Students primarily work in cooperative groups

AFFIRMATIONS

Ararat Charter School will comply with Education Code §47605(d) and thus will:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of race, color, ethnicity, national origin, gender, sexual orientation or disability.
- Will comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Ararat Charter School will provide a written plan to achieve and maintain the LAUSD’s ethnic goal which is with a 70:30 or 30:70 ratio.
- If a pupil is expelled or leaves Ararat Charter School without graduating or completing the school year for any reason, Ararat Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to [EC] Section 48200.
- Comply with all laws relating to public agencies in general, all federal laws and regulations and state codes.
- Will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and the student is not over the age of 22 years.
- Will not require any child to attend a charter school nor any employee to work at a charter school.
- Will comply with all state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities Education Act.
- Not use a pupil, parent or guardian’s place of residence as a determining factor in admission to Ararat Charter School.
- In accordance with Education Code Section 47605(d) (2) (B), determine attendance by a public random drawing with preference extended to pupils who reside in the district, if the number of pupils who wish to attend Ararat Charter School exceeds the school capacity.
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary.

- Will ensure that teachers in Ararat Charter School hold a Commission on Teacher Credentialing certificate permit as relevant to NCLB and charter law.
- Will maintain all applicable insurance coverage.
- Will meet all statewide standards and conduct the state required student assessments pursuant to Education Code Section 60605.
- Will accept obligations and comply with Education Code sections 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance.
- Will follow all federal, state and local laws and regulations that pertain to the applicant or the operation of Ararat Charter School.

I. EDUCATIONAL PROGRAM

“A description of the educational program of the School, designed, among other things, to identify those whom the School is attempting to educate, what it means to be an educated person in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

- California Education Code Section 47605 (b) (5) (A)

A. TARGET STUDENT POPULATION:

Ararat Charter School intends to open in September 2010 with a projected enrollment of 180 students in grades K-3. Each year the school will add an additional kindergarten class and a grade level respectively, to three classes per grade level in grades K-3 and two classes in grades 4-5.

Space permitting, we anticipate the student population will increase in the following increments over the next five years.

Grade	2010-11	2011-12	2012-13	2013-2014
K	60	60	60	60
1	40	60	60	60
2	40	40	60	60
3	40	40	40	60
4		40	40	50
5			40	50
Total	180	240	300	340

Class-size reduction ends in third grade and grades 4-5 will be a ratio of less than 30 students to one teacher. The student population will reflect the ethnic diversity of the student population of LAUSD, academic achievement, skills and interests as well as ethnic and socioeconomic status. Ararat Charter School will be non-sectarian in its programs, admission practices, employment practices and all other operations. Ararat Charter School will not charge tuition and will not discriminate on the basis of ethnicity, national origin, gender, or disability.

Even though Ararat Charter School will serve primarily students from LAUSD that reflect the demographic make-up of the district, including Armenians, and because of the school's prospective location in the North Hollywood area, the Hispanic and Armenian student population may be the dominant ethnic groups.

According to the 2000 census, the report called *“Language Spoken At Home by Community and Unincorporated Communities Person 5 years and over, City of Los Angeles*, within 4-8 mile distance from North Hollywood a total of 17,528 families indicate that Armenian is the language spoken at home. This includes the following cities in close vicinity of North Hollywood and all within the LAUSD school boundaries: North Hollywood (5337), Sunland (655), Tujunga (2679), Van Nuys (4692), Sun Valley (3791), Shadow Hills (24), Valley Village (350). Statistics also indicate that in a given population, 20% are children of school age. Given the fact that 95% of Armenian students attend public schools, Ararat Charter School stands a very good chance of meeting its projected enrollment and in attracting students with Armenian Heritage.

Furthermore, as described in the table on student demographics from selected elementary schools in the North Hollywood area, indicate that the Hispanic ethnic group will also be a dominant group.

Therefore, ARARAT CHARTER SCHOOL will focus on recruiting new and first and second generation immigrant students representative of LAUSD student population. In addition to the strong and rigorous

instructional programs, Ararat Charter School will provide language and multicultural programs that will help first and second generation immigrants become acclimated in the American culture while maintaining and valuing their own cultural identity.

Ararat Charter School will create a small community with an ultimate enrollment of 340 students in grades K-5. This growth plan will give Ararat Charter School the opportunity to gradually build its standards based curriculum and assessments plans, train teachers in constructivist pedagogy and build a school culture that promotes and appreciates cultural diversity.

**DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
ARARAT CHARTER SCHOOL**

Table 1

**North Hollywood, Zip Code 91601, 91606, 91607
(Surrounding schools data)**

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improv?	Met School-wide Growth Target	Met all Subgroup Growth Targets	API	API State Ranking		Similar Schools Rank		Students Eligible for Free/Reduced Lunch	Major Ethnicity #1	Major Ethnicity #2	Major Ethnicity #3
							08	07	08	07				
Lankershim	376	No	No	No	No	702	3	3	4	6	88%	Hisp. 81%	Black 9%	White 5%
Sendak	426	No	No	Yes	Yes	740	3	4	6	8	89%	Hisp. 87%	White 5.5%	Black 4.2%
Toluca	344	No	No	No	No	762	5	4	7	7	80%	Hisp. 71%	White 14.8%	Black 9%
Burbank Blvd.	347	No	No	Yes	Yes	825	6	6	7	8	85%	Hisp 55%	White 27%	Black 10%
Victory Blvd.	862	No	No	No	No	719	4	4	7	8	92%	Hisp. 89%	Black 4.6%	White 3.5%
CHARTER SCHOOLS														
Colfax	480	No	No	Yes	No	883	9	8	10	9	15%	White 55%	Hisp. 29%	Black 7.7%

As described in the demographic data above, the targeted schools in the North Hollywood area support the need for a more rigorous standards based curriculum. The four targeted schools in different zip code areas have APIs in the 700 range. Their state-wide rankings range from 3-6 and have been constant for the last three years.

The goal of Ararat Charter School is to attain within 3 years of implementation a minimum API of 800 and above with a State-wide ranking of 7 – 8. Based on the data on page 3, we project an API increase of 20 – 25 points per year.

**DEMOGRAPHIC INFORMATION FOR CONSTRUCTIVIST SCHOOLS
LAUSD, AND LACOE
Table 2**

LAUSD SCHOOLS & LACOE	08 API	Growth 07-08	LEA & State API 08	Sig. Subgroup Growth API 08	%Students Eligible for Free/ Reduced Lunch	Major Ethnicity #1 %	Major Ethnicity #2 %	Major Ethnicity #3 %
Our Community	833	64	683/742	Hisp/823	37	Hisp 42	White/ 35	Black 16
Odyssey	764	43	683/742	Black/730	32	Black 48	White 26	Hisp 20
Pacoima	688	40	683/742	ELL/672	98	Hisp 97	White 42	ELL 71
Larchmont	872	49	683/742	White/912	–	White 42	Asian 20	ELL 25
CHIME	789	5	683/742	White/839	–	White 62	Hisp 25	–

A Google search was conducted to obtain the list of elementary charter schools in the Los Angeles area that use the constructivist approach. As indicated in the table above, five schools were selected at random. The data reported in the above table merit the following observations:

- The average API of the five schools is 789 which is higher than the LEA by 102 points and the State by 42 points, with an average increase of 40 points between 2007 and 2008.
- The API scores of 75% of the schools were higher than the LEA and the State.
- All the schools showed positive gains ranging from 5-64 points in one year.
- The average API of significant subgroups as reported by the schools is: Hispanic/747, Black/730, and White/876.

Ararat Charter School will utilize the constructivist approach as described in Element 1. The above mentioned constructivist schools made an average growth of 40 points in one year. The average API of the regular schools described in Table 1 is 750. By projecting a minimum growth of 20-25 API points per year, we believe that the goal of achieving an API of 800 is attainable within three years.

The founding members believe that the following six main facets of the envisioned instructional program will insure Ararat Charter School students will outperform neighboring schools: 1) provide rigorous standard based instruction and assessment; 2) maximize and deepen student learning through the “thinking” curriculum and experiential learning through constructivist strategies; 3) utilize multiple and flexible methods of representation, expression and engagement; 4) provide strong support for English Language Learners, as well as, instruction in a second language; 5) maximize student learning by including parents and the community as key participants; and 6) provide enriched visual and performing arts curriculum.

B. HISTORY:

In 2007, a group of dedicated individuals from the Los Angeles Armenian community established the Ararat Charter School Association and proceeded to work on the possibility of establishing a charter school located in the North Hollywood area.

The current Board of Trustees of Ararat Charter School respectfully submits this charter petition to the Los Angeles Unified School District to establish a K-5 integrated, comprehensive and experiential learning environment. It will use a global perspective to teach about the inter connectedness of communities and their environments.

B1. MISSION:

Ararat Charter School is committed to educate students to their maximum potential in an environment that actively engages students in rigorous and relevant programs, promotes academic excellence and values cultural and linguistic diversity, and creative expression. Developing and nurturing the whole child is the primary objective of all Ararat Charter School programs.

Our students will....

- ❖ Achieve academic excellence in an environment that emphasizes critical thinking, self-inquiry and collaboration.
- ❖ Engage in Fine Arts programs, such as visual and performing arts.
- ❖ Acquire literacy in information technology.
- ❖ Demonstrate positive attitudes and appreciation of cultural diversity.
- ❖ Act with a sense of civic responsibility and demonstrate social consciousness.
- ❖ Practice good habits of personal fitness and well-being.

B2. WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY:

An “educated person” in the 21st century is a lifelong learner who has developed competence, self-motivation, confidence, and responsibility.

The Academic Attributes Of An Educated Person In The 21st Century Include:

- Knowledge of and ability to demonstrate solid skills in reading, writing and speaking;
- A core knowledge which includes cultural, mathematical and scientific literacy;
- Understanding of the scientific process;
- Knowledge of history;
- Ability to think critically, creatively, analytically, and logically;
- Ability to use technology as a tool and understanding its uses;
- Ability to gather and organize information;
- Understanding of the mathematical process including application;
- Ability to critically assess data;
- Ability to appreciate, enjoy and respect the visual and performing arts;
- An understanding of the political process.

The Personal Attributes Of An Educated Person In The 21st Century Include:

- Concentration, focus and perseverance;
- Ability to work cooperatively with other
- Adaptability;
- A strong sense of connection to and responsibility for the community;
- Valuing relationships, respect for others and for authority;
- Ability to honor differences including cultural, ideological and philosophical;
- Resourcefulness, confidence and motivation;
- Enthusiasm, a sense of wonder and curiosity;
- A passion for lifelong learning;
- Ability to communicate with respect and compassion;
- A strong social conscience;
- Celebrates diversity;
- A global perspective;
- Ability to think logically, make informed evaluations and problem solve.

B3. HOW LEARNING BEST OCCURS:

Ararat Charter School believes that each and every child can be academically successful and that each and every student is unique. Ararat Charter School believes that learning best occurs in self-contained classrooms led by teachers with the skills and knowledge of a variety of teaching techniques and methods, and specialized materials that can meet the instructional needs of every student. Ararat Charter School also believes in the use of meaningful assessment methods in order to prescribe the best teaching methods for each student.

Although there is no assurance that each child will master every instructional area, a major effort will be made to ensure maximum understanding and mastery. We believe that the potential for learning best occurs in environments that include meaningful content with choices for learning: adequate time, space and materials; immediate and meaningful feedback and benchmarks of progress; enriched environment and collaborative learning opportunities.

The educational philosophy at Ararat Charter School synthesizes the *constructivist* approach with elements from the following schools of thought: *Developmental Stages* as defined by Jean Piaget, *Behaviorist* orientation to learning, *Multiple Intelligences* developed by Howard Gardner, Jerome Bruner, *Bloom's Model of critical thinking (Taxonomy)*, *Accelerated Schools modal* developed by Levin and colleagues at Stanford, and *Problem-Based learning*.

Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge. Constructivism has two major elements: 1) cognitive constructivism, which is about how the individual learner understands things as proposed by Jean Piaget. In terms of developmental stages, Piaget claims that learning is dependent on the developmental stages of the individual. Elementary level students, who are at the concrete level of operations, learn by being engaged in hands-on activities and using models. Jean Piaget suggested that through processes of *accommodation and assimilation*, individuals internalize knowledge and construct new knowledge from their experiences; and 2) social constructivism which emphasizes how meaning and understanding grow out of social encounters (Vygotsky). A significant basis for constructivism was laid down by Vygotsky in his theory of the *Zone of Proximal Development (ZPD)* claiming that students do best when they are working in collaboration with an adult.

In addition, learning best occurs when students are operating within their Zone of Proximal Development (ZPD). The Zone of Proximal Development delineates the differences between a student's ability and potential to learn. Therefore, ARARAT CHARTER SCHOOL will utilize scaffolding techniques, such as, structuring learning experiences that are differentiated to meet the needs of each child within the ZPD.

(Vygotsky, 1978).

Constructivist teaching and learning theories and strategies are consistent with the theories of Benjamin Bloom's Model of Critical Thinking. In an environment where students learn by doing and experimenting and building new knowledge, they would have the opportunity to put into practice Blooms' Taxonomy, such as, knowledge, comprehension, application, analysis, synthesis and evaluation.

Jerome Bruner in his **The Process of Education: Towards a Theory of Instruction** (1966), wrote: "to instruct someone, is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think for himself."

Constructivist approaches also allow students to engage in learning activities based on their learning styles. Howard Gardner's, author of *Multiple Intelligences* proposes that each person has a different intellectual composition and that we can improve education by addressing the multiple intelligences of our students, such as, Visual, verbal, logical, kinesthetic, rhythmic, intrapersonal, interpersonal, naturalist and existentialist.

Philosophical principles from *Accelerated Schools* that underlie instructional programs include that powerful learning experiences are provided for all children through the integration of curriculum, instruction and organization, including at-risk children.

Constructivist learning environment also lends itself to Problem-Based Learning (PBL) strategies. PBL is a student-centered instructional strategy in which students work cooperatively in groups to seek solutions to real world problems. PBL prepares students to think critically and analytically, and to find and use appropriate learning resources (*Bloom's Taxonomy*).

Constructivist teaching also emphasizes thinking, understanding, reasoning and applying knowledge while it does not neglect basic skills. It is guided by five basic elements: 1) activating prior knowledge, 2) acquiring knowledge, 3) understanding knowledge, 4) using knowledge, and 5) reflecting on knowledge (*Tolman and Hardy, 1995*)

An eight year study by Aikin and Wilford and David Bensman's recent (2000) follow-up of Central Park East graduates both show that constructivist education produces young men and women with habits of mind needed to create healthy, stable, self-directed, productive lives.

Other studies conducted with elementary students indicate the following findings. The first study conducted by Guthrie et al (2004) compared instructional methods for third grade reading comparing traditional approach with that of constructivist including student choices, collaboration and hands-on activities. The constructivist approach resulted in better student reading comprehension, cognitive strategies and motivation. The second study conducted by Jong Suk Kim found out using constructivist teaching with 6th graders resulted in better achievement than the traditional teaching methods. Students also showed better retention of knowledge than those taught by the traditional approach. This study also found out that students preferred the constructivist methods over the traditional.

Benefits of constructivist approaches include: 1) children learn more and enjoy learning; 2) education works based when it concentrates on thinking and understanding; 3) constructivist learning is transferable; 4) constructivism gives student ownership of what they are learning; 5) by grouping learning activities in an authentic, real-world context, constructivism stimulates and engages students; and 6) constructivism promotes social and communication skills

Consistent with the above mentioned theories, we believe that students learn by doing, actively scaffolding new knowledge and experience onto old. Students at Ararat Charter School will work with real things (models, manipulative, animals, gardens, calculators, technology, etc., as much as possible. This constructivist approach to teaching and learning will be the basis of our educational program.

B4. GOALS:

Ararat Charter School offers a collaborative, experiential learning environment that emphasizes individual student achievement and inspires children to reach beyond themselves. The implementation of its curriculum is grounded on recent empirical research in constructivist theory (Piaget, Dewey, Bruner, Eisner), and best instructional strategies (Marzano). To this end Ararat Charter School will pursue the following goals:

Instructional Programs:

- All curriculum design is aligned with the California State Standards.
- Standardized testing required by the State will be an integral part of our assessment.
- School developed benchmark assessments, such as, rubrics, project, student portfolios and student exhibits are an integral part of our ongoing assessment of student progress.
- Lessons will be taught across the disciplines through project-based curriculums
- Provide a collaborative experiential learning environment for students to develop their interpersonal skills and nurture mutual respect, civic responsibility and life-long learning.

Professional Development:

- Provide a professional development program that is job-embedded and is based on inquiry approach and research.
- Establish partnerships with Institutions of Higher Education for professional growth.
- Provide teachers with opportunities to develop their leadership skills by serving as mentors and facilitators.

Community and Family participation:

- Partner with community organizations to provide students with opportunities for field trips.
- Secure members of the community to serve as speakers, presenters and mentors.
- Provide students with opportunities for community services.
- Establish a family education program in literacy.
- Establish Parent Advisory committee to provide valuable input into school issues.

C. TYPICAL DAY AND CALENDAR:

Typical Day

A typical day at Ararat Charter School starts at 7:00 am as teachers begin to occupy the school grounds. They rush through the office bidding everyone a good morning, check their mail boxes, exchange a few words with colleagues, and scurry to their rooms to get ready for the day. At 7:30am, students are admitted onto the playground by yard supervisors who greet them and bid the parents a farewell. Students feel at home here. The yard supervisors ensure the safety of the students on the yard as they monitor, praise, and assist students to follow all playground rules and procedures. Suddenly, the bell rings. It's 7:50 am and students begin lining up in their areas on the playground. The teachers meet their students and following the principal's morning message the entire school recites the Pledge of Allegiance in unison. After that, the students are led into their classrooms to engage in morning warm-up activities.

Each classroom at Ararat Charter School is inviting with colorful bulletin boards displaying student work with attached criteria charts, rubrics, and kid friendly standards displayed. The daily schedule is written on the edge of the whiteboard which is situated between the calendar and the Word Wall. The desks are arranged in groups to allow for maximum interaction and "think, pair/share" activities and are at the perimeter of a large rectangular shaped rug that is imprinted with numbers, individual letters, and words. The classroom walls are adorned with written pieces, drawings, maps, charts, and pictures that reflect the current topic of study. They are all student generated work. No prefabricated, store bought materials exist here. The classrooms at Ararat Charter School are student centered and are constantly evolving to reflect the learning that is occurring within those walls.

Upon entering a classroom one witnesses the teacher greeting each and every student while conducting role call. The children are then engaged in calendar activities, the morning message is read and discussed, and there is an opportunity to play with words and sounds through singing, finger plays, and poetry. The students sitting in neat rows on the rug are all participating, listening to their peers, and asking and answering questions. They see themselves as readers and writers. One side of the room has computers set up with programs that reinforce blending. At the other end of the classroom, on top of the two tiered book shelf are baskets that contain word families. These centers are set up so that students will be able to have more practice with the skills they are learning in class and to give students the opportunity to collaborate with their peers using technology and game-like activities. One will witness ample time allotted to reading and writing workshops, including opportunities for individualized and group instruction, independent work, and centers. The students at Ararat Charter School love independent work time as they get to choose their own activities and work in collaborative groups all the while learning and constructing their own knowledge.

As the students line up to go to recess, one can hear the excitement in the voices of those already in the yard. With assigned playground areas, that rotate every week, students know where to play. A line of students are playing hopscotch in the corner of the yard. In the center, the second graders are playing four square while the kindergartners are on the apparatus. Yard supervisors are supervising while walking their areas. Students who are following the school rules and are minding to the Pillars of Character receive tokens that can be exchanged for prizes. Their faces light up as their receive their tokens, knowing that a prize and teacher's praise awaits them.

During math instruction, manipulatives are used in order to make abstract concepts concrete both during directed instruction and collaborative time.

In a primary grade, the teacher reads a short story/word problem and has a discussion with the students about what is happening in the story and shows how to put that in a mathematical sentence. At Ararat Charter School, the process of thinking about the final answer is just as important as the final product itself.

The teacher reads a short story/word problem and has a discussion with the students about what is happening in the story and shows them how to put that in a mathematical sentence. At Ararat Charter School, the process of thinking about the final answer is just as important as the final product itself. Teaching students to think critically about the world around them is important. Students actively construct their own knowledge as they make sense of the experiences encountered in the learning environment. Students recognize math in their everyday life and make valuable connections.

Following math, the students receive education on one of the Pillars of Character. Today the teacher chooses Groark and Muggsy lose Burma's Lizard .

{ In this short video, Groark and Burna learn that being irresponsible can be unfair and hurtful to everyone, including themselves. }

The teacher then has questions ready and involves the class in a group discussion about taking responsibility for ones actions. The teacher fine tunes her questioning skills in order to encourage students to find answers for themselves rather than to seek the "right" answer from the teacher. The Ararat Charter School community recognizes and respects diversity, encourages students to share and cooperate and exhibit pride in creating through different venues. Such activities and lessons build the character of our students and help them become productive citizens in their communities.

A healthy and nutritious lunch, for all students, is an important part of the day at Ararat Charter School. The bell rings and each teacher escorts their students to the lunch area.

A typical day in music class uses play and activities to reach all types of students through movement, sight, and sounds. The teacher also ties the activities in to other parts of the curriculum and builds valuable connections. The goal at Ararat Charter School is to create well-rounded students.

*Following music the students start a science unit about the five senses. Next to the teacher's desk are five white baskets that contain a kaleidoscope, maracas, a rose/flower, sandpaper, a furry piece of material, and a cube of sugar for each child. Also, one notices that a five column chart on the whiteboard has a picture of an eye, a nose, a mouth, a hand, and an ear at the top of each column. The teacher states the objectives of the lesson and proceeds. She puts the students in cooperative groups and tells them that they are going to learn about the five senses and points to the pictures on the board. She then gives each group of four students a basket. The teacher first shows the picture of the eye and asks students to look at the kaleidoscope. She explains that the first sense is sight. She then asks the students to describe what they see and charts their responses on the board. Every group has their turn to speak. The students are sharing, collaborating, and asking and answering questions. Everyone is engaged! The teacher awards table points to those groups that are following directions and staying on task. She moves through each sense in the same manner until all materials in the baskets have been explored by the students and the chart is complete with the students' responses. The students are then directed to sit on the rug while the teacher reads them *Brave Little Monster* by Ken Baker.*

After reading the story, the teacher asks the students questions about the story and how it relates to the five senses. Again, the teacher involves the class in a group discussion to ensure comprehension of the story and reinforce their understanding of the five senses. After that, the students are sent to their desks to complete independent work where they match different pictures to the sense symbols (eye, nose, mouth, hand, and ear). Finally the students are engaged in a writing activity with sentence starters that follow this pattern: I see a _____. I hear a _____. I smell a _____. I feel a _____. I taste a _____.

A few minutes before the bell rings, the students begin helping one another to clean up. After cleanup they sit at their desks and wait for the teacher to call on their table. Those chosen go to empty their cubbies, get their backpacks, and stand in line. The bell rings and the students are dismissed. It's 3:00 pm. It's the end of the day for the students at Ararat Charter School.

A highlight of the visit is a fourth grade class buzzing with parents and visitors interacting with an exuberant group of students explaining their interdisciplinary "Exhibits". Knowing that fourth graders study the California Missions in social science, rocks and minerals in science, and the genre of summary in writer's workshop, the teacher decided to teach these concepts as an interdisciplinary activity. The visitor will see samples of summaries that the students wrote about the different types of rocks with respective computer generated illustrations. On display will also be samples of rocks that the students have started collecting as a result to their visit to a Rock and Mineral Company. In art the students illustrated mission style Talavera tile designs which were later drawn on actual tiles. In glazing the tiles, students were able to tie-in the social science and science studies when students learned that the glazes used to paint their tiles were made out of minerals. The visitor will also see a student production of a movie produced by students. Students learned how to import different aspects of their project from a video camera into iMovie, having fun editing, making tiles and learning how to create stills and writing the credits.

School Calendar

Ararat Charter School intends to start its first day for students on Tuesday, August 31, 2010, and teachers will report for staff development on Monday, August 16, 2010. The last day for students is on June 14, 2011. The total instructional minutes per regular day is 360 minutes.

- The total instructional minutes per minimum day is 275 minutes
- The annual instructional minutes for 177 regular days and 3 minimum days of attendance are 64,545.

Ararat Charter School will meet and exceed the minimum number of instructional minutes as set forth by Education Code 47612.5 (K-5 from 36,000-54,000 inclusive).

The proposed is a sample bell schedule to account for the 360 minutes of instructional time per regular day. It also shows proposed time blocks for explicit instruction in all content areas. In keeping with our constructivist and interdisciplinary approaches, teachers will exercise flexibility in providing developmental and grade level appropriate strategies, such as, learning centers, hands-on activities, different modalities, independent work, large and small group instruction, and team teaching.

Regular Daily Schedules (K-5)

Daily Schedule, Grades K – 1:

7:50	–	8:00	Opening Activities
8:00	–	9:15	Language Arts
9:20	–	9:35	Snack/Recess
9:40	–	10:40	Language Arts
10:45	–	11:45	Mathematics
11:50	–	12:30	Lunch
12:35	–	12:50	Teacher Read Aloud Story Time
12:50	–	1:40	Social Studies (M, Tu); Science (W, Th); Art (Fri)
1:45	–	2:05	P.E.
2:10	–	2:50	Foreign Language (M-Th); Perf. Arts (Fri)
2:50	–	3:00	Closing and Dismissal

Daily Schedule, Grades 2 – 3:

7:50	–	8:00	Opening Activities
8:00	–	9:30	Language Arts
9:35	–	9:55	Recess
10:00	–	11:00	Language Arts
11:00	–	12:00	Math
12:05	–	12:45	Lunch
12:50	–	1:40	Social Studies (M, Tu); Science (W, Th); Art (Fri)
1:45	–	2:05	P.E.
2:10	–	2:50	Foreign Language (M-Th); Perf. Art (Fri)
2:50	–	3:00	Closing and Dismissal
3:00	–	3:45	After School Interventions, Extracurricular (M-Th)

Daily Schedule, Grades 4 – 5:

7:50	–	8:00	Opening Activities
8:00	–	10:00	Language Arts
10:05	–	10:25	Recess
10:30	–	11:35	Math
11:40	–	12:40	Social Studies (M, Tu); Science (W, Th); Art (Fri)
12:45	–	1:25	Lunch
1:25	–	2:05	P.E.
2:10	–	2:50	Foreign Language (M-Th); Perf. Art (Fri)
2:50	–	3:00	Dismissal
3:00	–	4:00	After School Interventions, Extracurricular (M-Th)

Minimum Schedules (Grades K-5)

Minimum Day Schedule, Grades K - 1

7:50	–	8:00	Opening Activities
8:00	–	9:15	Language Arts
9:20	–	9:35	Snack/Recess
9:40	–	10:40	Language Arts
10:45	–	11:45	Mathematics
11:50	–	12:20	Lunch
12:25	–	12:40	Teacher Read Aloud Story Time
12:40	–	1:10	Social Studies/Science
1:10	–	1:30	Foreign Language
1:35	–		Dismissal

Minimum Day Schedule, Grades 2 – 3:

7:50	–	8:00	Opening Activities
8:00	–	9:30	Language Arts
9:35	–	9:55	Recess
10:00	–	11:00	Language Arts
11:00	–	12:00	Math
12:05	–	12:35	Lunch
12:40	–	1:10	Social Studies/Science
1:10	–	1:30	Foreign Language
1:35	–		Dismissal

Minimum Day Schedule, Grades 4 – 5:

7:50	–	8:00	Opening Activities
8:00	–	10:00	Language Arts
10:05	–	10:25	Recess
10:30	–	11:30	Math
11:30	–	12:10	Social Studies/Science
12:15	–	12:45	Lunch
12:50	–	1:30	Foreign Language
1:35	–		Dismissal

Annual Calendar

School Months	Days Taught	Teacher Days
First Month Aug. 30 – Sept. 17	13	14
Second Month Sept. 20 – Oct. 15	19	20
Third Month Oct. 18 – Nov. 12	18	19
Fourth Month Nov. 15 – Dec. 10	18	18
Fifth Month Dec. 13 – Jan. 7	10	10
Sixth Month Jan. 10 – Feb. 4	19	19
Seventh Month Feb. 7 – Mar. 4	18	18
Eighth Month Mar. 7 – Apr. 1	19	20
Ninth Month Apr. 4 – Apr. 29	15	15
Tenth Month May 2 – May 27	20	20
Eleventh Month May 30 – Jun. 17	11	14
TOTALS	180	187

Holiday	Dates
Labor Day	Sept. 6, 2010
Veteran's Day	Nov. 11, 2010
Thanksgiving	Nov. 25 – 26, 2010
Winter Recess	Dec. 20 – Dec. 31, 2011
Martin Luther King, Jr.	Jan. 17, 2011
Lincoln's Birthday	Feb. 11, 2011
Washington's Birthday	Feb. 21, 2011
Spring Recess	Apr. 4 – 8, 2011

Teacher Work Year	
School Closed for Students	
August 16 - 27	Veteran's Day
August 30	Thanksgiving
September 24	Winter Recess
October 29	Martin Luther King, Jr.
April 24	Lincoln's Birthday
June 14 - 15	Washington's Birthday
June 17	Spring Recess

Grading Period

Trimester 1 Aug. 30 – Dec.3
Trimester 2 Dec. 6 – Mar. 18
Trimester 3 Mar. 21 – Jun. 17

Testing Schedule

STAR – Apr. 18 – 29 tentative

Report Card Schedule

Trimester 1 Dec. 10
Trimester 2 Mar. 28
Trimester 3 Jun. 23

Ararat Calendar 2010 – 2011 at a Glance

August 16 – 27, 2010	Monday - Friday	Staff Development (<i>No School for Students</i>)
August 30	Monday	First Day for Teachers
August 31	Tuesday	First Day of School for Students
September 6	Monday	Labor Day Holiday (<i>No School</i>)
September 15	Wednesday	Parent Information Night (<i>Min. Day/Students/Teachers</i>)
September 24	Friday	Parent Conference Day (<i>No School for Students</i>)
October 29	Friday	Staff Development Day (<i>No School for Students</i>)
November 11	Thursday	Veteran's Day Holiday (<i>No School</i>)
November 25 – 26	Thursday - Friday	Thanksgiving Holiday (<i>No School</i>)
Dec. 20 – 31, 2011	Monday - Friday	Winter Recess (<i>No School</i>)
January 17	Monday	Martin Luther King Holiday (<i>No school</i>)
February 11	Friday	Lincoln's Birthday (<i>No School</i>)
February 21	Monday	Washington's Birthday (<i>No School</i>)
April 4 – 8	Monday – Friday	Spring Recess (<i>No School</i>)
April 25	Monday	Staff Development (<i>No School for Students</i>)
May 4	Wednesday	Open House (<i>Minimum Day/Students/Teachers</i>)
May 30	Monday	Memorial Day Holiday (<i>No School</i>)
June 14	Tuesday	Last Day for Students (<i>Minimum Day/Students</i>)
June 15 – 16	Wednesday – Thursday	Staff Development (<i>No School for Students</i>)
June 17	Friday	Last Day for Teachers

D. INSTRUCTIONAL PROGRAM:

1. Instructional Design

Ararat Charter School presents a balanced approach to instruction. Based on the state requirements of standards-based content and assessment, Ararat Charter School will develop a viable curriculum that is aligned with the standards and will develop benchmark assessments to measure the extent

students meet the standards. Both state and district standards will be explicitly embedded in the curriculum.

Teachers will receive on-going professional development in the implementation of this curriculum, and will be encouraged to supplement and adapt materials according to local conditions and needs of the student population.

The Principal and professional staff will be knowledgeable of local instructional networking opportunities. Staff will explore their applicability to our school environment and their potential to leverage school resources, further develop site expertise, and enhance student-learning outcomes.

Ararat Charter School shall operate a longer school day and the number of minutes of instruction in the student year meets or exceeds state standards.

2. *Instructional approaches*

The instructional programs at Ararat Charter School will encompass themes from major research findings conducted over the past 35 years. They will address the following areas: **1) School level factors**, such as “*Guaranteed and viable curriculum*”; **2) Teacher level factors**, such as, *instructional strategies and curriculum design*; and **3) Student level factors**, such as, *motivation and home environment*. These factors have been identified as having the greatest impact on student achievement (*Marzano and Teddie, 2000; Good & Brophy, 1986*)

In addition, Ararat Charter School recognizes that learning is not a linear process. Students will be provided with learning opportunities and teaching strategies where they are able to construct personal meaning, such as, process writing, problem-based mathematics, investigative science, and experiential social studies.

The teaching strategies at Ararat Charter School are based on the constructivist approach, where students are engaged in meaningful work, and are given opportunities to investigate, question, analyze, and construct new meanings and understandings. (*Bruner, 1966, 1996, Cortez, 1986, Wiggins and McTigh, 2005*)

Therefore, the classroom environment at Ararat Charter School will be organized to reflect the following constructivist approaches:

- Curriculum is presented with emphasis on big ideas and concepts.
- Learning activities incorporate manipulatives.
- Students are encouraged to pose questions, analyze, interpret and construct new meanings.
- Assessment is embedded in the instruction that includes exhibits, projects, and portfolios
- Students primarily work in cooperative groups.

(Source: *A Case for constructivist Classrooms, p. 16*)

Jean Piaget, an influential proponent of constructivism concluded that, “*the growth of knowledge is the result of individual constructions made by the learner.*”

Piaget further wrote that learning “*is not momentary; it is not static instance; it is a process. More specifically, it is a process of continual construction and organization.*”

D2. EDUCATIONAL PROGRAMS:

Pursuant with EC Section 60605, Ararat Charter School will successfully implement the SBE adopted core curriculum in Language Arts, mathematics, science and social studies. The curriculum will be rigorous and the curriculum materials will meet all state standards and prepare students for the annual state assessment tests. Ararat Charter School will provide time and guidance for faculty to develop standards based curriculum and teaching practices. The curriculum will be based on the state content standards and will include the following: a) content standards; b) instructional strategies; c) assessments; and d) resources.

All students will also receive instruction in arts, music, life skills, and reference/computer skills and will have access to extra-curricular activities.

English Language Arts

Language Arts instruction is a priority at Ararat Charter School. Ararat Charter School recognizes that fluency in Language Arts is the enabling skill that is of paramount significance in acquiring competency in academic disciplines, and experiencing personal, social and economic success. Literacy is the key to becoming independent and lifelong learners. (*California Language Arts Framework*). (*A Complete list of the Language Arts content standards and correlation with Open Court is listed at the end of this section.*)

To this effect, Ararat Charter School will provide a comprehensive Language Arts program based on the following four domains described in the Framework: 1) *Reading*; 2) *Writing*; 3) *Written and Oral Language Conventions*; and 4) *Listening and Speaking*.

The Language Arts curriculum developed by the staff will be based on the “*Representative Content Standards and Instructional Connections for the Language Arts as described in the Framework*”. In addition, to the comprehensive curriculum teachers will develop a pacing guide in the form of Long Range plans for each trimester. These plans will delineate the reading strategies, word recognition and vocabulary skills writing strategies and writing genre, listening and speaking skills.

These plans ensure that the core curriculum and essential standards and skills are covered at each grade level coherently and consistently. We will also utilize the long-range plans as a vehicle for the vertical/horizontal articulation approach to guarantee that the core curriculum and essential standards are articulated across grade levels.

Furthermore, the Long Range plans will include summative benchmark assessments developed by the staff to assess student progress and mastery. These assessments will be administered three times a year (*See Element 3 for details*). As recommended in the Framework, a two-hour literacy block will be provided per day, per grade level.

As far as the writing genre is concerned, teachers will select from the following genre as provided in the Framework.

**California Content Standards
Writing Genre**

Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> • Narratives • Brief Expository Descriptions 	<ul style="list-style-type: none"> • Narratives • Friendly letter 	<ul style="list-style-type: none"> • Personal and formal letters, thank-yous, invitations • Descriptions using concrete sensory details • Narratives
Grade 4	Grade 5	Trimester Assessments Based on School developed prompts and rubrics
<ul style="list-style-type: none"> • Narratives • Responses to Literature • Information Reports • Summaries 	<ul style="list-style-type: none"> • Narratives • Responses to Literature • Research Reports • Persuasive letters or Compositions 	

Our students have a variety of opportunities to write for many different purposes as we use the California content standards to guide our writing instruction. Writer’s Workshop will be implemented across grade levels where students select a topic and move through the steps of the writing process to become more proficient writers. Writing will also be emphasized in other content areas. Writing is also emphasized in other content areas. For example, writing will be an important component of our math program, where students explain their mathematical thinking. Students write to communicate their observations of the scientific process. Within social studies and the arts, students use writing to communicate their understanding.

When designing the language arts curriculum, teachers will collaboratively plan instruction to incorporate higher order thinking skills, rich core literature, and interdisciplinary practices. Teachers regularly engage students in cooperative group learning models that encourage discourse and enrich language development. Within these programs, teachers will meet the needs of each individual child through differentiated instruction.

Due to the demographic make-up of prospective student body, we believe that the English Language Development (ELD) standards are the steppingstones for student mastery of the Language Arts standards. Teachers will use the ELD standards to plan instruction that addresses the needs of English Language Learners.

In addition to our curricular programs, we will offer a variety of extracurricular experiences. For example, Ararat Charter School will hold a number of school-wide literacy events and activities: Friday Readers, Book Pals, Young Storyteller’s Program, and Celebrate Reading Day. Many classrooms will make use of the Los Angeles Times, Scholastic News, Time For Kids, neighborhood public library excursions, and Internet-based reading.

Correlation to California Reading/Language Arts Standards

READING - Grade K

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development								
Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.								
Concepts About Print								
1.1 Identify the front cover, back cover, and title page of a book.	✓					✓	✓	✓
1.2 Follow words from left to right and from top to bottom on the printed page.	✓	✓	✓	✓	✓	✓	✓	✓
1.3 Understand that printed materials provide information.	✓	✓	✓	✓	✓	✓		✓
1.4 Recognize that sentences in print are made up of separate words.	✓	✓	✓	✓	✓	✓	✓	✓
1.5 Distinguish letters from words.	✓	✓	✓	✓	✓	✓		✓
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	✓	✓	✓	✓	✓	✓	✓	✓
Phonemic Awareness								
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).					✓	✓	✓	
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).				✓	✓	✓	✓	✓
1.9 Blend vowel-consonant sounds orally to make words or syllables.			✓	✓	✓	✓	✓	✓
1.10 Identify and produce rhyming words in response to an oral prompt.	✓	✓	✓	✓	✓	✓	✓	✓
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.				✓	✓	✓	✓	✓

READING – Grade K (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
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.			✓	✓			✓	✓
<i>Decoding and Word Recognition</i>								
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).			✓	✓	✓	✓	✓	✓
<i>Vocabulary and Concept Development</i>								
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.	✓	✓	✓	✓	✓	✓	✓	✓
<p>2.0 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.</p>								
<i>Structural Features of Informational Materials</i>								
2.1 Locate the title, table of contents, name of author, and name of illustrator. Comprehension and Analysis of Grade-Level-Appropriate Text	✓	✓	✓	✓	✓	✓	✓	✓
2.2 Use pictures and context to make predictions about story content.	✓	✓	✓	✓	✓	✓	✓	✓
2.3 Connect to life experiences the information and events in texts.	✓	✓	✓	✓	✓	✓	✓	✓
2.4 Retell familiar stories.	✓	✓	✓	✓	✓	✓	✓	✓
2.5 Ask and answer questions about essential elements of a text.	✓	✓	✓	✓	✓	✓	✓	✓
<p>3.0 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.</p>								
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>								
3.1 Distinguish fantasy from realistic text.		✓		✓	✓		✓	✓
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	✓	✓	✓		✓		✓	✓
3.3 Identify characters, settings, and important events.	✓	✓	✓	✓	✓	✓	✓	✓

WRITING – Grade K

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1.0 Writing Strategies Students write words and brief sentences that are legible.								
<i>Organization and Focus</i>								
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.				✓			✓	✓
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).				✓		✓		✓
1.3 Write by moving from left to right and from top to bottom.	✓	✓	✓	✓	✓	✓	✓	✓
<i>Penmanship</i>								
1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	✓	✓	✓	✓	✓	✓	✓	✓

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS – Grade K - The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.								
<i>Sentence Structure</i>								
1.1 Recognize and use complete, coherent sentences when speaking.	✓	✓	✓	✓	✓	✓	✓	✓
<i>Spelling</i>								
1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.							✓	✓

LISTENING AND SPEAKING - Grade K

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1.0 Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences.								
<i>Comprehension</i>								
1.1 Understand and follow one- and two-step oral directions	✓	✓	✓	✓	✓	✓	✓	✓
1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	✓	✓	✓	✓	✓	✓	✓	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.								
Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:								
2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	✓	✓	✓	✓	✓	✓	✓	✓
2.2 Recite short poems, rhymes, and songs.	✓	✓	✓	✓	✓	✓	✓	✓
2.3 Relate an experience or creative story in a logical sequence.	✓	✓	✓	✓	✓	✓	✓	✓

READING - Grade 1

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.										
<i>Concepts About Print</i>										
1.1 Match oral words to printed words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.2 Identify the title and author of a reading selection.	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1.3 Identify letters, words, and sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Phonemic Awareness</i>										
1.4 Distinguish initial, medial, and final sounds in single-syllable words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

READING - Grade 1 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.6 Create and state a series of rhyming words, including consonant blends.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = f	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.9 Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = /s/p/l/a/t/; rich = /r/i/ch/).Decoding and Word Recognition	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).	✓	✓	✓	✓	✓		✓	✓	✓	✓
1.12Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.			✓	✓	✓	✓		✓	✓	✓
1.13 Read compound words and contractions.		✓	✓	✓	✓	✓	✓	✓	✓	✓
1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.15 Read common word families (e.g., -ite, -ate).		✓		✓		✓	✓			
1.16 Read aloud with fluency in a manner that sounds like natural speech.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

READING – Grade 1 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<i>Vocabulary and Concept Development</i>										
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.</p>										
<i>Structural Features of Informational Materials</i>										
2.1 Identify text that uses sequence or other logical order.	✓		✓		✓	✓		✓	✓	✓
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>										
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 meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	✓	✓	✓			✓		✓	✓	✓
2.6 Relate prior knowledge to textual information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.7 Retell the central ideas of simple expository or narrative passages.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>										
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>										
3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story’s beginning, middle, and ending.	✓		✓	✓		✓	✓	✓	✓	✓

READING – Grade 1 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
3.2 Describe the roles of authors and illustrators and their contributions.	✓	✓	✓	✓			✓	✓	✓	✓
3.3 Recollect, talk, and write about books read during the school year.			✓					✓		✓

WRITING – Grade 1

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).										
Organization and Focus										
1.1 Select a focus when writing.	✓	✓	✓	✓	✓	✓		✓	✓	✓
1.2 Use descriptive words when writing.		✓	✓		✓			✓	✓	✓
Penmanship										
1.3 Print legibly and space letters, words, and sentences appropriately.	✓	✓	✓	✓	✓	✓		✓		✓
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.										
Using the writing strategies of grade one outlined in Writing Standard 1.0, students:										
2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	✓	✓								
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.			✓		✓	✓		✓		

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS – Grade 1 – The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.										
<i>Sentence Structure</i>										
1.1 Write and speak in complete, coherent sentences.	✓	✓	✓	✓	✓		✓	✓	✓	✓
<i>Grammar</i>										
1.2 Identify and correctly use singular and plural nouns.			✓							
1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.								✓		✓
<i>Punctuation</i>										
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.	✓	✓	✓	✓	✓	✓		✓	✓	✓
<i>Capitalization</i>										
1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.	✓	✓	✓	✓	✓	✓		✓		✓
<i>Spelling</i>										
1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

LISTENING AND SPEAKING – Grade 1

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
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1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.										
Comprehension										
1.1 Listen attentively.	✓	✓	✓	✓	✓		✓	✓	✓	✓
1.2 Ask questions for clarification and understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.3 Give, restate, and follow simple two-step directions.	✓		✓		✓		✓	✓		✓
Organization and Delivery of Oral Communication										
1.4 Stay on the topic when speaking.	✓	✓		✓		✓		✓		✓
1.5 Use descriptive words when speaking about people, places, things, and events.	✓	✓	✓	✓				✓	✓	✓
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.										
Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.1 Recite poems, rhymes, songs, and stories.										
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3 Relate an important life event or personal experience in a simple sequence.	✓	✓		✓			✓	✓	✓	
2.4 Provide descriptions with careful attention to sensory detail.	✓						✓	✓	✓	✓

READING - Grade 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.						

READING - Grade 2 (continued)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
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<i>Decoding and Word Recognition</i>						
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	✓	✓	✓	✓	✓	✓
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).	✓	✓	✓	✓	✓	✓
1.3 Decode two-syllable nonsense words and regular multi-syllable 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.	✓	✓	✓	✓	✓	✓
<i>Vocabulary and Concept Development</i>						
1.7 Understand and explain common antonyms and synonyms.	✓		✓	✓	✓	✓
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	✓	✓	✓	✓	✓	✓
1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, - ing, -ly).	✓	✓	✓	✓	✓	✓
1.10 Identify simple multiple-meaning words.			✓	✓	✓	✓
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.						
<i>Structural Features of Informational Materials</i>						
2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.	✓		✓	✓		✓

READING - Grade 2 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Comprehension and Analysis of Grade-Level-Appropriate Text						
2.2 State the purpose in reading (i.e., tell what information is sought).	✓	✓	✓	✓	✓	✓
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	✓		✓	✓		✓
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).		✓	✓	✓	✓	✓
2.5 Restate facts and details in the text to clarify and organize ideas.	✓	✓	✓	✓	✓	✓
2.6 Recognize cause-and-effect relationships in a text.		✓	✓	✓	✓	✓
2.7 Interpret information from diagrams, charts, and graphs.		✓			✓	✓
2.8 Follow two-step written instructions.		✓		✓		
3.0. Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.						
Narrative Analysis of Grade-Level-Appropriate Text						
3.1 Compare and contrast plots, settings, and characters presented by different authors.	✓	✓	✓		✓	✓
3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.		✓	✓		✓	✓
3.3 Compare and contrast different versions of the same stories that reflect different cultures.	✓	✓				
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	✓		✓	✓		✓

WRITING – Grade 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).						
Organization and Focus						
1.1 Group related ideas and maintain a consistent focus.	✓	✓	✓	✓	✓	✓
Penmanship						
1.2 Create readable documents with legible handwriting.	✓	✓	✓	✓	✓	✓

WRITING – Grade 2 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Research						
1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	✓		✓	✓	✓	✓
Evaluation and Revision						
1.4 Revise original drafts to improve sequence and provide more descriptive detail.		✓	✓	✓	✓	✓
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.						
Using the writing strategies of grade two outlined in Writing Standard 1.0, students:			✓		✓	
2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.						
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.		✓				

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS – Grade 2 - The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.						
Sentence Structure						
1.1 Distinguish between complete and incomplete sentences.			✓			
1.2 Recognize and use the correct word order in written sentences.			✓			
Grammar						
1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	✓		✓	✓		✓
Punctuation						
1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.		✓				✓
1.5 Use quotation marks correctly.		✓				

WRITTEN AND ORAL LANGUAGE CONVENTIONS – Grade 2 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Capitalization						
1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	✓	✓			✓	✓
Spelling						
1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).				✓	✓	✓
1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.	✓	✓	✓	✓	✓	✓

LISTENING AND SPEAKING – Grade 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.						
Comprehension						
1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	✓	✓	✓	✓	✓	✓
1.2 Ask for clarification and explanation of stories and ideas.	✓	✓	✓	✓	✓	✓
1.3 Paraphrase information that has been shared orally by others.	✓	✓	✓	✓	✓	✓
1.4 Give and follow three- and four-step oral directions.		✓	✓	✓		
Organization and Delivery of Oral Communication						
1.5 Organize presentations to maintain a clear focus.		✓	✓	✓	✓	✓
1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	✓	✓	✓	✓	✓	✓
1.7 Recount experiences in a logical sequence.	✓	✓		✓	✓	
1.8 Retell stories, including characters, setting, and plot.	✓	✓	✓		✓	
1.9 Report on a topic with supportive facts and details.		✓	✓	✓	✓	✓

LISTENING AND SPEAKING – Grade 2 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.						
Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:		✓			✓	✓
2.1 Recount experiences or present stories:						
a. Move through a logical sequence of events.						
b. Describe story elements (e.g., characters, plot, setting).						
2.2 Report on a topic with facts and details, drawing from several sources of information		✓	✓	✓	✓	✓

READING - Grade 3

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.						
<i>Decoding and Word Recognition</i>						
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.	✓	✓	✓	✓	✓	✓
<i>Vocabulary and Concept Development</i>						
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.		✓	✓	✓	✓	✓

READING - Grade 3 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and	✓	✓	✓	✓	✓	✓

suffixes(e.g., -er, -est, -ful) to determine the meaning of words.						
2.0 Reading Comprehension						
Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.						
Structural Features of Informational Materials						
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	✓	✓		✓	✓	✓
Comprehension and Analysis of Grade-Level-Appropriate Text						
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	✓	✓	✓	✓	✓	✓
2.3 Demonstrate comprehension by identifying answers in the text.	✓	✓	✓	✓	✓	✓
2.4 Recall major points in the text and make and modify predictions about forthcoming information.	✓	✓	✓	✓	✓	✓
2.5 Distinguish the main idea and supporting details in expository text.	✓	✓		✓	✓	✓
2.6 Extract appropriate and significant information from the text, including problems and solutions.	✓	✓	✓	✓	✓	✓
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	✓				✓	✓
3.0 Literary Response and Analysis						
Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.						
Structural Features of Literature						
3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	✓	✓	✓	✓	✓	✓
Narrative Analysis of Grade-Level-Appropriate Text						
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	✓		✓	✓	✓	✓
READING - Grade 3 (continued)						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
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 - Grade 3

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).						
Organization and Focus						
1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.	✓	✓	✓	✓	✓	✓
Penmanship						
1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	✓	✓	✓	✓	✓	✓
Research						
1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	✓	✓	✓	✓	✓	
Evaluation and Revision						
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	✓	✓	✓	✓	✓	✓
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.						

WRITING - Grade 3 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Using the writing strategies of grade three outlined in Writing Standard 1.0, students:					✓	

2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.						
2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.		✓	✓		✓	✓
2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.				✓		✓

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS – Grade 3 – The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.						
<i>Sentence Structure</i>						
1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	✓					✓
<i>Grammar</i>						
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.	✓		✓	✓	✓	✓

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS - Grade 3 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<i>Punctuation</i>						
1.5 Punctuate dates, city and state, and					✓	✓

titles of books correctly.						
1.6 Use commas in dates, locations, and addresses and for items in a series.		✓				✓
Capitalization						
1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.		✓			✓	✓
Spelling						
1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).	✓	✓	✓	✓	✓	✓
1.9 Arrange words in alphabetical order.	✓					

LISTENING AND SPEAKING - Grade 3

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.						
Comprehension						
1.1 Retell, paraphrase, and explain what has been said by a speaker.	✓	✓	✓		✓	✓
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.	✓	✓	✓	✓	✓	✓
1.3 Respond to questions with appropriate elaboration.		✓	✓	✓	✓	✓
1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	✓	✓	✓	✓	✓	✓
Organization and Delivery of Oral Communication						
1.5 Organize ideas chronologically or around major points of information.			✓	✓	✓	✓
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.		✓		✓	✓	✓
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.	✓	✓	✓	✓	✓	✓

LISTENING AND SPEAKING - Grade 3 – (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects,		✓	✓	✓	✓	✓

pictures, charts).						
1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	✓	✓	✓	✓	✓	✓
Analysis and Evaluation of Oral and Media Communications						
1.10 Compare ideas and points of view expressed in broadcast and print media.				✓		✓
1.11 Distinguish between the speaker's opinions and verifiable facts.				✓	✓	✓
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.						
Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students: 2.1 Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot.					✓	✓
2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	✓	✓		✓	✓	✓
2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.			✓		✓	

READING - Grade 4

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.						

READING - Grade 4 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Word Recognition						
1.1 Read narrative and expository text aloud with grade-appropriate	✓	✓	✓	✓	✓	✓

fluency and accuracy and with appropriate pacing, intonation, and expression. .						
Vocabulary and Concept Development						
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	✓	✓	✓	✓	✓	✓
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	✓	✓	✓	✓	✓	✓
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).	✓	✓	✓	✓	✓	✓
1.5 Use a thesaurus to determine related words and concepts.	✓	✓	✓			
1.6 Distinguish and interpret words with multiple meanings.	✓	✓	✓	✓	✓	✓
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).						
Structural Features of Informational Materials						
2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	✓	✓	✓	✓	✓	✓
Comprehension and Analysis of Grade-Level-Appropriate Text						
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	✓	✓	✓	✓	✓	✓

READING - Grade 4 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	✓	✓	✓	✓	✓	✓
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	✓	✓	✓		✓	✓
2.5 Compare and contrast information on the same topic after reading several passages or articles.	✓	✓	✓	✓	✓	✓
2.6 Distinguish between cause and effect and between fact and opinion in expository text.			✓		✓	✓
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).			✓	✓	✓	✓
<p>3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students.</p>						
<i>Structural Features of Literature</i>						
3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	✓	✓	✓	✓	✓	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>						
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 - Grade 4

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Writing Strategies						
Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).						
Organization and Focus						
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	✓	✓	✓	✓	✓	✓
1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indentation.	✓	✓		✓	✓	
1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).	✓	✓	✓	✓	✓	✓
Penmanship						
1.4 Write fluidly and legibly in cursive or joined italic.	✓	✓	✓	✓	✓	✓
Research and Technology						
1.5 Quote or paraphrase information sources, citing them appropriately.					✓	
1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	✓	✓		✓	✓	✓
1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	✓	✓	✓	✓	✓	✓
1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.		✓	✓	✓	✓	✓
1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	✓	✓				✓

WRITING - Grade 4 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Evaluation and Revision						
1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	✓	✓	✓	✓	✓	✓
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.						
Using the writing strategies of grade four outlined in Writing Standard 1.0, students:	✓		✓	✓		✓
2.1 Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable.						
2.2 Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge.	✓	✓	✓			✓
2.3 Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	✓	✓	✓		✓	
2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.		✓				

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS – Grade 4 – The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.						

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS – Grade 4 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<i>Sentence Structure</i>						
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.	✓	✓			✓	✓
<i>Grammar</i>						
1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	✓	✓	✓	✓	✓	✓
<i>Punctuation</i>						
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.		✓				
<i>Capitalization</i>						
1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	✓	✓				✓
<i>Spelling</i>						
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	✓	✓	✓	✓	✓	✓

LISTENING AND SPEAKING - Grade 4

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.						
<i>Comprehension</i>						
1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.	✓	✓	✓	✓	✓	✓
1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	✓	✓	✓	✓	✓	✓
1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.			✓	✓		
1.4 Give precise directions and instructions. Organization and Delivery of Oral Communication		✓		✓	✓	

LISTENING AND SPEAKING - Grade 4 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
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.	✓	✓	✓		✓	✓
<i>Analysis and Evaluation of Oral Media Communication</i>						
1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.		✓	✓	✓	✓	✓
<p>2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>						
Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:	✓		✓	✓	✓	
2.1 Make narrative presentations:						
a. Relate ideas, observations, or recollections about an event or experience.						
b. Provide a context that enables the listener to imagine the circumstances of the event or experience.						
c. Provide insight into why the selected event or experience is memorable.						
2.2 Make informational presentations:		✓	✓	✓	✓	✓
a. Frame a key question.						
b. Include facts and details that help listeners to focus.						
c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).						
2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	✓	✓	✓		✓	✓

LISTENING AND SPEAKING - Grade 4 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	✓		✓	✓	✓	✓

READING - Grade 5

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development						
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.						
Word Recognition						
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	✓	✓	✓	✓	✓	✓
Vocabulary and Concept Development						
1.2 Use word origins to determine the meaning of unknown words.	✓		✓	✓	✓	✓
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.	✓	✓	✓	✓	✓	✓
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).	✓	✓	✓	✓	✓	✓
1.5 Understand and explain the figurative and metaphorical use of words in context.	✓	✓	✓	✓	✓	✓
2.0 Reading Comprehension (Focus on Informational Materials)						
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.						
Structural Features of Informational Materials						
2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, charts, maps) make information accessible and usable.	✓	✓	✓	✓	✓	✓

READING - Grade 5 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
2.2 Analyze text that is organized in sequential or chronological order.	✓		✓	✓	✓	✓
Comprehension and Analysis of Grade-Level-Appropriate Text						
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	✓	✓	✓	✓	✓	✓
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	✓	✓	✓	✓	✓	✓
Expository Critique						
2.5 Distinguish facts, supported inferences, and opinions in text.		✓		✓	✓	✓
<p>3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>						
Structural Features of Literature						
3.1 Identify and analyze the characteristics of poetry, drama, fiction, explain the appropriateness of the literary forms chosen by an author for a specific purpose.	✓	✓	✓	✓	✓	✓
Narrative Analysis of Grade-Level-Appropriate Text						
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	✓	✓	✓		✓	
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	✓	✓			✓	✓
3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	✓	✓	✓	✓	✓	✓
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	✓	✓	✓	✓	✓	✓
Literary Criticism						
3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.		✓	✓			✓

READING - Grade 5 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
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 – Grade 5

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<p>1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>						
Organization and Focus						
1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending.	✓					✓
1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details.	✓	✓	✓	✓	✓	✓
Research and Technology						
1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.		✓		✓	✓	
1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).	✓	✓			✓	✓
1.5 Use a thesaurus to identify alternative word choices and meanings.				✓	✓	✓

WRITING – Grade 5 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<i>Evaluation and Revision</i>						
1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	✓	✓	✓	✓	✓	✓
2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.						
Using the writing strategies of grade five outlined in Writing Standard 1.0, students:	✓		✓			✓
2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story.						
2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding.	✓	✓	✓	✓	✓	
2.3 Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.		✓	✓	✓		✓
2.4 Write persuasive letters or compositions: a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.				✓	✓	

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS – Grade 5 – The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.						
Sentence Structure						
1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	✓	✓	✓	✓	✓	✓
Grammar						
1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.	✓		✓	✓		✓
Punctuation						
1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	✓	✓		✓		✓
Capitalization						
1.4 Use correct capitalization.	✓	✓	✓	✓	✓	✓
Spelling						
1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	✓	✓	✓	✓	✓	✓

LISTENING AND SPEAKING - Grade 5

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.						
Comprehension						
1.1 Ask questions that seek information not already discussed.	✓	✓	✓		✓	✓
1.2 Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.	✓	✓	✓	✓	✓	✓
1.3 Make inferences or draw conclusions based on an oral report.	✓	✓	✓		✓	✓
Organization and Delivery of Oral Communication						
1.4 Select a focus, organizational structure, and point of view for an oral presentation.	✓	✓	✓	✓	✓	✓

LISTENING AND SPEAKING - Grade 5 (continued)

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
1.5 Clarify and support spoken ideas with evidence and examples.	✓	✓	✓	✓		
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.	✓	✓	✓	✓	✓	✓
<i>Analysis and Evaluation of Oral and Media Communications</i>						
1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.	✓	✓		✓		
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.		✓	✓	✓	✓	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.						
Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students: 2.1 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens.			✓			✓
2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.		✓	✓	✓	✓	✓
2.3 Deliver oral responses to literature: a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions.		✓	✓			✓

Mathematics

The mathematics program at Ararat Charter School will be designed to provide access to rigorous, standards-based mathematics to all students through a balanced instructional program focusing on problem solving, concept development, and procedural fluency. The articulated aim for math instruction at Ararat Charter School is to promote mathematical proficiency for all students. In order to demonstrate mathematical proficiency, students must have both conceptual understanding and procedural fluency of grade-level standards, apply a variety of strategies to solve real-world problems and justify their thinking with a mathematical explanation. A productive disposition towards mathematics is essential for achieving these ends. In other words, students need to have the confidence in approaching mathematics that comes from success and builds both effort and perseverance (Kilpatrick, 2001).

To promote mathematical proficiency for every student, our mathematics program reflects three major principles of how students learn mathematics: 1) Connect to student's prior knowledge, 2) develop conceptual frameworks in a sequential manner that involve essential knowledge, and 3) incorporate the role of metacognition into instruction (Donovan, 2005).

The major goals of our mathematics program will mirror the goals described in the California Mathematics Framework (p. 15). Students in grades K-5 will:

- Develop fluency in basic computational skills.
- Develop understanding of mathematical concepts.
- Become mathematical problem solvers.
- Communicate precisely about quantities, logical relationships by using symbols, graphs and mathematical symbols.
- Reason mathematically by gathering data and analyzing the evidence.
- Make connections among mathematical ideas and between mathematics and other disciplines.
- Use technology to facilitate and enhance mathematics learning.

Similarly, the mathematics program will be based on the following themes permeated in the mathematics standards. It will be standards based aligned with curriculum, assessment and resources. The curriculum will utilize a balanced approach among computational skills, problem-solving, and concept development. It will also address the needs of all students, providing differentiated instruction to English learners, advanced learners, special education and at risk of failing students.

The curriculum will incorporate the four strands of mathematics: 1) Number Sense; 2) Algebra and Functions; 3) Measurement and Geometry; 3) Statistics, Data Analysis, and Probability; and 4) Mathematics Reasoning. *(Detailed listing of the content standards with Singapore math correlations are listed at the end of this section).*

Furthermore, using the Framework as a guide, teachers will develop Long Range Plans/Pacing guides for each trimester. Focusing on the key or essential standards as described in the Framework, these Long Range plans will delineate the specific key standards and concepts and skills that will be covered each trimester. The Long range plans will also describe the standards that need to be mastered at each grade level and the summative school benchmark assessments for each trimester.

Essential Standards at Mastery Level

Grade	Essential Standards		
Kindergarten	Counting till 30, may proceed to 50 and 100 Reading Numerals after students can count till 10	Writing Numerals from 1 to 9 Understanding place value in the teens, from 10-20	Learning the days of the week
1	Reading and writing numbers with understanding of place value	Skip counting Addition and subtraction of facts	Understanding symmetric relationships Adding and subtracting one- and two-digit numbers
2	Counting from 100-999 Writing numbers Borrowing Skip counting	Counting Groups of coins Aligning columns Understanding Associativity	Reviewing time equivalencies Understanding money Telling Time Understanding Fractions
3	Addition and Subtraction Facts	Rounding off Reading and writing thousands numbers with zeros	Geometry and Measurement
4	Multiplication and division facts Addition and subtraction of facts mentally	Reading and writing numbers to thousands and millions Fractions equal to one	Multiplication and Division problems Order of Operations
5	Understanding Long Division Adding and subtracting fractions with unlike denominators	Working with negative numbers Ordering fractions and decimal numbers	Working with percents

To ensure that all students master the skills, teachers will provide differentiated instruction and interventions. These may be in the form of but not limited to: 1) *Benchmark grouping*; 2) *Strategic Grouping*; and 3) *Intensive grouping*. Using the concept of vertical and horizontal enrichment, advanced learners will be provided with opportunities of acceleration and enrichment to study concepts in more depth and complexity (Shore et al. 1991).

With respect to instructional strategies, teachers will utilize a *metacognitive* approach to instruction that promotes students' ownership of their learning by defining learning objectives and monitoring their progress towards achieving them. Part of a problem-solving approach to mathematics is the expectation that not all students will solve the same problem in exactly the same way. Thus, discussions are an essential element in our math program that provide opportunities for students to explain, justify, and support their strategies to other students and to their teacher. Students are frequently asked, "How did you figure that out?" or "Can you explain how you got the answer?" as a way to build metacognition.

Because students are expected to apply their learning in a variety of contexts, teachers' curriculum materials will include a variety of resources. Our textbook series provides students with a more formalized approach to mathematics that requires them to make connections to prior learning and apply it in a new context. Word problems, textbooks, and manipulative are seen as tools that can be used to access the ideas, concepts, and skills delineated by the Mathematics Framework for California Public Schools.

California Mathematics Content		Student
Standards	Kindergarten	Textbook Units
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.	199-208
1.2	Count, recognize, represent, name, and order a number of objects (up to 30).	22-109
1.3	Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	
2.0	Students understand and describe simple additions and subtractions:	
2.1	Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).	28-29, 34-35
3.0	Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:	
3.1	Recognize when an estimate is reasonable.	34-35
Algebra and Functions		
1.0	Students sort and classify objects	
1.1	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	1-21
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 (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).	147-194, 197-198
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).	Teacher provided materials
1.3	Name the days of the week.	Same
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).	Same
2.0	Students identify common objects in their environment and describe the geometric features:	
2.1	Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).	110-136
2.2	Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	112-113
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.	32-33, 48-49, 62-63, 195-196
1.2	Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	30-31, 137-146

Kindergarten Math (continued)

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.	Integrated
1.2	Use tools and strategies, such as manipulatives or sketches, to model problems.	Integrated
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.	175-176, 183-184
2.2	Make precise calculations and check the validity of the results in the context of the problem.	Integrated

California Mathematics Content Standards		Student Textbook Units
Grade 1		
Number Sense		
1.0	Students understand and use numbers up to 100:	
1.1	Count, read, and write whole numbers to 100.	Unit 1 Unit 2 Unit 3 Unit 4 Unit 6
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 $4 + 4$, $5 + 3$, $2 + 2 + 2 + 2$, $10 - 2$, $11 - 3$).	Unit 2 Unit 3 Unit 4 Unit 6
1.4	Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$).	Unit 6
1.5	Identify and know the value of coins and show different combinations of coins that equal the same value.	Unit 6
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.	Unit 2 Unit 3 Unit 4 Unit 6
2.2	Use the inverse relationship between addition and subtraction to solve problems.	Unit 4
2.3	Identify one more than, one less than, 10 more than, and 10 less than a given number.	Unit 6
2.4	Count by 2s, 5s, and 10s to 100.	Unit 6

Grade 1 Math (continued)

2.5	Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	Unit 2 Unit 3 Unit 4 Unit 6
2.6	Solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$).	Unit 6
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.	Unit 3 Unit 4 Unit 6
1.2	Understand the meaning of the symbols +, -, =.	Unit 3 Unit 4 Unit 6
1.3	Create problem situations that might lead to given number sentences involving addition and subtraction.	Unit 3 Unit 4 Unit 6
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.	Unit 8 Unit 9 Unit 10
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.	Unit 7
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.	Unit 3 Unit 4 Unit 7
2.3	Give and follow directions about location.	Unit 5
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).	Unit 5
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:	

Grade 1 Math (continued)

2.1	Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).	Unit 7
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.	Unit 3 Unit 4 Unit 7 Unit 8 Unit 9 Unit 10
1.2	Use tools, such as manipulatives or sketches, to model problems.	Unit 3
2.0	Students solve problems and justify their reasoning:	
2.1	Explain the reasoning used and justify the procedures selected.	Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 Unit 8
2.2	Make precise calculations and check the validity of the results from the context of the problem.	Unit 6
3.0	Students note connections between one problem and another.	
		Unit 4 Unit 7

California Mathematics Content Standards	Grade 2	Student Textbook Units
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.	Unit 1
1.2	Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).	Unit 1
1.3	Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.	Unit 1
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.	Unit 2
2.2	Find the sum or difference of two whole numbers up to three digits long.	Unit 2
2.3	Use mental arithmetic to find the sum or difference of two two-digit numbers.	Unit 1
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.	Unit 5 Unit 6
3.2	Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.	Unit 5
3.3	Know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and commit them to memory.	Unit 6

Grade 2 Math (continued)

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 $\frac{1}{12}$ to $\frac{1}{2}$.	Unit 7
4.2	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).	Unit 7
4.3	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.	Unit 7
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.	Unit 8
5.2	Know and use the decimal notation and the dollar and cent symbols for money.	Unit 8
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).	Unit 3
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.	Unit 6
1.2	Relate problem situations to number sentences involving addition and subtraction.	Unit 2
1.3	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	Unit 1 Unit 2
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.	Unit 3 Unit 4
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.	Unit 3 Unit 4
1.3	Measure the length of an object to the nearest inch and/or centimeter.	Unit 3
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).	Unit 9
1.5	Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).	Unit 9
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.	Unit 14
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).	Unit 14
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.	Unit 13
1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).	Unit 13

Grade 2 Math (continued)

1.3	Identify features of data sets (range and mode).	Unit 13
1.4	Ask and answer simple questions related to data representations.	Unit 13
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).	Unit 1 Unit 6
2.2	Solve problems involving simple number patterns.	Unit 1 Unit 6
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.	Unit 1 Unit 2 Unit 3 Unit 5 Unit 6
1.2	Use tools, such as manipulatives or sketches, to model problems.	Unit 1 Unit 2 Unit 3 Unit 5 Unit 6
2.0	Students solve problems and justify their reasoning:	
2.1	Defend the reasoning used and justify the procedures selected.	Integrated
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.	

California Mathematics Content Standards		Student Textbook Units
Grade 3		
Number Sense		
1.0	Students understand the place value of whole numbers:	
1.1	Count, read, and write whole numbers to 10,000.	Unit 2
1.2	Compare and order whole numbers to 10,000.	Unit 2
1.3	Identify the place value for each digit in numbers to 10,000.	Unit 2
1.4	Round off numbers to 10,000 to the nearest ten, hundred, and thousand.	Unit 2
1.5	Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).	Unit 2
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.	Unit 2
2.2	Memorize to automaticity the multiplication table for numbers between 1 and 10.	Unit 6
2.3	Use the inverse relationship of multiplication and division to compute and check results.	
2.4	Solve simple problems involving multiplication of multi-digit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).	Unit 5

Grade 3 Math (continued)

2.5	Solve division problems in which a multi-digit number is evenly divided by a one-digit number ($135 \div 5 = \underline{\quad}$).	Unit 5
2.6	Understand the special properties of 0 and 1 in multiplication and division.	Unit 5
2.7	Determine the unit cost when given the total cost and number of units.	Unit 5
2.8	Solve problems that require two or more of the skills mentioned above.	Unit 2
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., $\frac{1}{2}$ of a pizza is the same amount as $\frac{2}{4}$ of another pizza that is the same size; show that $\frac{3}{8}$ is larger than $\frac{1}{4}$).	Unit 10
3.2	Add and subtract simple fractions (e.g., determine that $\frac{1}{8} + \frac{3}{8}$ is the same as $\frac{1}{2}$).	Unit 10
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.	Unit 10
3.4	Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $\frac{1}{2}$ of a dollar, 75 cents is $\frac{3}{4}$ of a dollar).	Unit 10

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.	Unit 2
1.2	Solve problems involving numeric equations or inequalities.	
1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if $4 \quad 3 = 12$, what operational symbol goes in the blank?).	Unit 2
1.4	Express simple unit conversions in symbolic form (e.g., $\underline{\quad}$ inches = $\underline{\quad}$ feet \times 12).	
1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5 ? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?).	
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).	Unit 2
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.	Units 6,7,8
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.	Same
1.3	Find the perimeter of a polygon with integer sides.	Same
1.4	Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).	Same

Grade 3 Math (continued)

2.0	Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:	
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2.1	Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).	Unit 12
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).	Same
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).	Same
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.	Same
2.5	Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).	Same
2.6	Identify common solid objects that are the components needed to make a more complex solid object.	Same
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.	Unit 5
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.	Unit 5
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).	Unit 5
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).	Unit 5
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.	Unit 2
1.2	Determine when and how to break a problem into simpler parts.	Unit 2
2.0	Students use strategies, skills, and concepts in finding solutions:	
2.1	Use estimation to verify the reasonableness of calculated results.	Unit 2
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.	Unit 2
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.	Integrated
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	Same
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	Same

California Mathematics Content Standards	Grade 4	Student Textbook Units
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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.	Unit 1
1.2	Order and compare whole numbers and decimals to two decimal places.	Unit 1
1.3	Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.	Unit 1 Unit 2
1.4	Decide when a rounded solution is called for and explain why such a solution may be appropriate.	Unit 1 Unit 2
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).	Unit 3
1.6	Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., $\frac{1}{2} = 0.5$ or $.50$; $\frac{3}{4} = 1 \frac{3}{4} = 1.75$).	Unit 6
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.	Unit 3
1.8	Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in “owing”).	Unit 1
1.9	Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.	Unit 3
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.	Unit 6
2.2	Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.	Same
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 multi-digit numbers.	Unit 1 Unit 2
3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multi-digit number by a two-digit number and for dividing a multi-digit number by a one-digit number; use relationships between them to simplify computations and to check results.	Unit 1 Unit 2
3.3	Solve problems involving multiplication of multi-digit numbers by two-digit numbers.	Unit 1 Unit 2
3.4	Solve problems involving division of multi-digit numbers by one-digit numbers.	Unit 1 Unit 2
4.0	Students know how to factor small whole numbers:	
4.1	Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).	Unit 1
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.	Unit 1

Grade 4 Math (continued)

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).	Unit 1
1.2	Interpret and evaluate mathematical expressions that now use parentheses.	Same
1.3	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.	Same
1.4	Use and interpret formulas (e.g., area = length \times width or $A = lw$) to answer questions about quantities and their relationships.	Same
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.	Same
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).	Unit 5
1.2	Recognize that rectangles that have the same area can have different perimeters.	Unit 5
1.3	Understand that rectangles that have the same perimeter can have different areas.	Unit 5
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.	Unit 5
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).	Unit 9
2.2	Understand that the length of a horizontal line segment equals the difference of the x -coordinates.	Same
2.3	Understand that the length of a vertical line segment equals the difference of the y -coordinates.	Same
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.	Unit 4
3.2	Identify the radius and diameter of a circle.	Unit 4
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 $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full turns	Unit 4

Grade 4 Math (continued)

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	Unit 4
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	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.	Unit 4
3.8	Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).	Unit 4
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.	Unit 10
1.2	Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.	Unit 10
1.3	Interpret one- and two-variable data graphs to answer questions about a situation.	Unit 10
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).	Same
2.2	Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; $\frac{3}{4}$).	Same
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.	Unit 3
1.2	Determine when and how to break a problem into simpler parts.	Same
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.	Unit 3
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	Unit 3
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.	Unit 3
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.	Unit 3
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.	Unit 3
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	Unit 3

California Mathematics Content Standards	Grade 5	Student Textbook Units
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.	Unit 1
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.	Unit 1
1.3	Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.	Unit 1
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., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).	Unit 1
1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers	Unit 3
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.	Unit 2
2.2	Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors.	Unit 2 Unit 4
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.	Unit 3 Unit 4
2.4	Understand the concept of multiplication and division of fractions.	Unit 3 Unit 4
2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.	Unit 3 Unit 4
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.	Unit 10
1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.	Unit 10
1.3	Know and use the distributive property in equations and expressions with variables.	Unit 2 Unit 2 Review
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.	Unit 3
2.0	Students represent simple functional relationships	

Grade 5 Math (continued)

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 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).	Unit 5
1.2	Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.	Unit 5
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.	Unit 5
1.4	Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume).	Unit 5
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).	Unit 8
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.	Unit 8
2.3	Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.	Unit 8
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.	Unit 10
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.	Same
1.3	Use fractions and percentages to compare data sets of different sizes.	Same
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.	Same
1.5	Know how to write ordered pairs correctly; for example, (x, y) .	Same

Grade 5 Math (continued)

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.	Unit 2 Unit 3 Unit 4
1.2	Determine when and how to break a problem into simpler parts	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5
2.0	Students use strategies, skills, and concepts in finding solutions:	
2.1	Use estimation to verify the reasonableness of calculated results.	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5
2.2	Apply strategies and results from simpler problems to more complex problems.	Unit 1 Unit 2 Unit 3 Unit 4 Unit 5
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	Unit 1 Unit 3 Unit 4 Unit 5
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.	Unit 1 Unit 3 Unit 4 Unit 5
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.	Unit 3
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.	Unit 2 Unit 5
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	Unit 2

Science

Scientific inquiry is more complex than popular conceptions would have it. It is, for instance, a more subtle and demanding process than the naïve idea of “making a great many careful observations and then organizing them.” It is far more flexible than the rigid sequence of steps commonly depicted in textbooks as the “scientific method.” It is much more than just “doing experiments,” and it is not confined to laboratories. More imagination and inventiveness are involved in scientific inquiry than people realize, yet sooner or later strict logic and empirical evidence must have their day.

Benchmarks for Science Literacy, AAAS (American Association for the Advancement of Science) Project 2061, 1993

Empowering our students to pursue science education is the guiding force for our science program. In order to achieve this goal, our program must ignite students’ curiosity and engage them in meaningful interactions with both the natural and designed worlds that surround them.

The overarching goal of the program is to promote scientific literacy for all our students through an inquiry-based approach. The science program at Ararat Charter School is based on the following guiding principles as described in the Science Framework for California Public Schools ***(Detailed description of the science content standards correlated with FOSS curriculum are included at the end of this section.)***

1. Provide standards based Content and instructional materials.
2. Develop academic language of science used in content standards.
3. Reflect a balanced approach between investigation and experimentation skills along with direct instruction and reading.
4. Use multiple instructional strategies.
5. Utilize on-going assessment.
6. Engage students in learning.
7. Use technology to teach students how to assess their knowledge and enhance computer literacy.
8. Provide adequate resources.
9. Establish connection with other core subjects.

Ararat Charter School will develop a science curriculum that is aligned with the standards, instructional strategies, assessment and resources. The curriculum and instructional program will address the foundational skills and knowledge as students are introduced to facts, concepts, principles, and theories organized under Physical, Life and Earth science. The Investigation and Experimentation Strand delineated by the California Science Framework will be integrated into the three strands. Scientific thinking and reasoning is promoted through the integration of science process skills throughout the K-5 program.

In addition to the curriculum, teachers will prepare Long Range plans for each trimester, indicating the sequence of standards and skills that will be covered. Ararat Charter School will also develop benchmark assessments for each trimester to evaluate student mastery.

Since science instruction is intended for all learners, instruction is designed so that each student has the opportunity to master the science standards. To provide equal access to the core science program, Ararat Charter School will provide differentiated instruction to English Language learners, special needs students, struggling learners and advanced learners. This instruction could come in the following forms: 1) Pacing; 2) pre-teaching of essential elements of scientific vocabulary; 3) enrichment and project based activities for advanced learners; 4) accommodations based on 504 and IEP plans for students with disabilities; and 5) hands-on activities that provide additional tools to teach and reinforce concepts and skills.

With respect to instructional strategies, teachers are cognizant of the fact that scientific thinking involves the use of observed phenomena to describe what was experienced, generate new questions, collect data, and develop explanations about our physical world. Therefore, the science program at Ararat Charter School will focus on the specific needs of our student population by providing them with structured opportunities to interact with their physical environment which include both natural and designed worlds. Teachers will engage students with hands-on, standards-based lessons that provide opportunities to make observations and connect to prior knowledge. This instructional strategy builds coherence into our program while providing a sound practice for meeting the needs of our second language learners. Teachers will model the use of the process skills. In the primary grades this involves making accurate observations, communicating those observations, collecting data, and generating new questions, and at the upper elementary levels, teachers model hypothesizing and designing experiments in directed lessons prior to promoting students' use of those skills.

While the California Science Standards provide an articulated sequence of K-5 content in the three content strands, the science process skills promote program coherence across the grades. The instructional program at Ararat Charter School will integrate the use of observation, communication, measurement, classification, inference, and prediction skills to further advance students' scientific thinking. These process skills are the skeletal structures that make science education come to life for students by engaging them with opportunities to interact and reflect. As students progress through the K-5 curriculum, their experiences with these process skills act as scaffolds for future experiences where the skills become more advanced and complex.

Cooperative group work and classroom discussions are important instructional practices used to promote and develop the social learning context needed by our students to support their language development. Students communicate using scientific language and vocabulary by engaging in oral and written discussions around the topic being investigated. Students construct meaning by explaining and justifying their thinking using evidence-based explanations.

In addition, science enrichment activities, such as outdoor science camp, and field trips will further develop our students' knowledge and experience.

FOSS Correlation with California Science Content Standards

Kindergarten

Physical Sciences

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

Content Standards	Module
a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).	Wood and Paper
b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.	Wood and Paper
c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.	Wood and Paper

Life Sciences

2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:

Content Standards	Module
a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).	Animals Two By Two
b. Students know stories sometimes give plants and animals attributes they do not really have.	Animals Two By Two
c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	Animals Two By Two Trees

Earth Sciences

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

Content Standards	Module
a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.	Trees
b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.	Trees
c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.	Trees Wood and Paper

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:

Content Standards	Module
a. Observe common objects by using the five senses.	Animals Two By Two Trees Wood and Paper
b. Describe the properties of common objects.	Animals Two By Two Trees Wood and Paper
c. Describe the relative position of objects by using one reference (e.g., above or below).	Animals Two By Two Wood and Paper
d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).	Animals Two By Two Trees Wood and Paper
e. Communicate observations orally and through drawings.	Trees Wood and Paper

Grade One**Physical Sciences**

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

Content Standards		Module
a.	Students know solids, liquids, and gases have different properties.	Solids and Liquids Air and Weather
b.	Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.	Solids and Liquids

Life Sciences

- 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:**

Content Standards		Module
a.	Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.	Plants and Animals
b.	Students know both plants and animals need water, animals need food, and plants need light.	Plants and Animals
c.	Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.	Plants and Animals
d.	Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).	Plants and Animals
e.	Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.	Plants and Animals

Earth Sciences

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

Content Standards		Module
a.	Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.	Air and Weather
b.	Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.	Air and Weather
c.	Students know the sun warms the land, air, and water.	Air and Weather

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:**

Content Standards		Module
a.	Draw pictures that portray some features of the thing being described.	Solids and Liquids Plants and Animals Air and Weather
b.	Record observations and data with pictures, numbers, or written statements.	Solids and Liquids Plants and Animals Air and Weather
c.	Record observations on a bar graph.	Solids and Liquids Plants and Animals Air and Weather
d.	Describe the relative position of objects by using two references (e.g., above and next to, below and left of).	Plants and Animals Air and Weather
e.	Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.	Solids and Liquids Plants and Animals Air and Weather

Grade Two**Physical Sciences****1. The motion of objects can be observed and measured. As a basis for understanding this concept:**

Content Standards		Module
a.	Students know the position of an object can be described by locating it in relation to another object or to the background.	Balance and Motion
b.	Students know an object's motion can be described by recording the change in position of the object over time.	Balance and Motion
c.	Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.	Balance and Motion
d.	Students know tools and machines are used to apply pushes and pulls (forces) to make things move.	Balance and Motion
e.	Students know objects fall to the ground unless something holds them up.	Balance and Motion
f.	Students know magnets can be used to make some objects move without being touched.	Balance and Motion
g.	Students know sound is made by vibrating objects and can be described by its pitch and volume.	Balance and Motion

Life Sciences**2. Plants and animals have predictable life cycles. As a basis for understanding this concept:**

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

Content Standards		Module
a.	Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.	Pebbles, Sand, and Silt
b.	Students know smaller rocks come from the breakage and weathering of larger rocks.	Pebbles, Sand, and Silt
c.	Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.	Pebbles, Sand, and Silt
d.	Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.	Pebbles, Sand, and Silt
e.	Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.	Pebbles, Sand, and Silt

Grade 2 Science Standards (continued)

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:**

Content Standards	Module
a. Make predictions based on observed patterns and not random guessing.	Balance and Motion Insects and Plants Pebbles, Sand, and Silt
b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.	Balance and Motion Insects and Plants Pebbles, Sand, and Silt
c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).	Pebbles, Sand, and Silt
d. Write or draw descriptions of a sequence of steps, events, and observations.	Balance and Motion Insects and Plants Pebbles, Sand, and Silt
e. Construct bar graphs to record data, using appropriately labeled axes.	Insects and Plants Pebbles, Sand, and Silt
f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.	Insects and Plants Pebbles, Sand, and Silt
g. Follow oral instructions for a scientific investigation.	Balance and Motion Insects and Plants Pebbles, Sand, and Silt

Grade Three

Physical Sciences

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

Content Standards	Module
a. Students know energy comes from the Sun to Earth in the form of light.	Matter and Energy Sun, Moon, and Stars
b. Students know sources of stored energy take many forms, such as food, fuel, and batteries.	Matter and Energy
c. Students know machines and living things convert stored energy to motion and heat.	Matter and Energy
d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.	Matter and Energy
e. Students know matter has three forms: solid, liquid, and gas.	Matter and Energy
f. Students know evaporation and melting are changes that occur when the objects are heated.	Matter and Energy
g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.	Matter and Energy
h. Students know all matter is made of small particles called atoms, too small to see with the naked eye.	Matter and Energy
i. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.	Matter and Energy

Grade 3 Science Standards (continued)

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

Content Standards		Module
a.	Students know sunlight can be blocked to create shadows.	Matter and Energy Sun, Moon, and Stars
b.	Students know light is reflected from mirrors and other surfaces.	Matter and Energy
c.	Students know the color of light striking an object affects the way the object is seen.	Matter and Energy
d.	Students know an object is seen when light traveling from the object enters the eye.	Matter and Energy

Life Sciences

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

Content Standards		Module
a.	Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.	Structures of Life
b.	Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.	Structures of Life
c.	Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.	Structures of Life
d.	Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.	Structures of Life
e.	Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.	Structures of Life

Earth Sciences

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

Content Standards		Module
a.	Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.	Sun, Moon, and Stars
b.	Students know the way in which the Moon's appearance changes during the four-week lunar cycle.	Sun, Moon, and Stars
c.	Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.	Sun, Moon, and Stars
d.	Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.	Sun, Moon, and Stars
e.	Students know the position of the Sun in the sky changes during the course of the day and from season to season.	Sun, Moon, and Stars

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:

Content Standards		Module
a.	Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.	Matter and Energy Structures of Life
b.	Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.	Matter and Energy

Grade 3 Science Standards (continued)

Content Standards	Module
c. Use numerical data in describing and comparing objects, events, and measurements.	Matter and Energy Structures of Life
d. Predict the outcome of a simple investigation and compare the result with the prediction.	Matter and Energy Structures of Life Sun, Moon, and Stars
e. Collect data in an investigation and analyze those data to develop a logical conclusion.	Matter and Energy Structures of Life Sun, Moon, and Stars

Grade Four

Physical Sciences

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

Content Standards	Module
a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.	Magnetism and Electricity
b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.	Magnetism and Electricity
c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.	Magnetism and Electricity
d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.	Magnetism and Electricity
e. Students know electrically charged objects attract or repel each other.	Magnetism and Electricity
f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.	Magnetism and Electricity
g. Students know electrical energy can be converted to heat, light, and motion.	Magnetism and Electricity

Life Sciences

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

Content Standards	Module
a. Students know plants are the primary source of matter and energy entering most food chains.	Environments
b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.	Environments
c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.	Environments

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

Content Standards	Module
a. Students know ecosystems can be characterized by their living and nonliving components.	Environments
b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.	Environments
c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.	Environments
d. Students know that most microorganisms do not cause disease and that many are beneficial.	Environments

Grade 4 Science Standards (continued)

Earth Sciences

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

Content Standards		Module
a.	Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).	Solid Earth
b.	Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.	Solid Earth

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

Content Standards		Module
a.	Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.	Solid Earth
b.	Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.	Solid Earth
c.	Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).	Solid Earth

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:

Content Standards		Module
a.	Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.	Magnetism and Electricity Environments Solid Earth
b.	Measure and estimate the weight, length, or volume of objects.	Magnetism and Electricity Environments Solid Earth
c.	Formulate and justify predictions based on cause-and-effect relationships.	Magnetism and Electricity Environments Solid Earth
c.	Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.	Magnetism and Electricity Environments Solid Earth
d.	Construct and interpret graphs from measurements.	Magnetism and Electricity Environments
e.	Follow a set of written instructions for a scientific investigation.	Magnetism and Electricity Environments Solid Earth

Grade Five

Physical Sciences

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

Content Standards		Module
a.	Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.	Mixtures and Solutions
b.	Students know all matter is made of atoms, which may combine to form molecules.	Mixtures and Solutions

Grade 5 Science Standards (continued)

Content Standards		Module
c.	Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.	Mixtures and Solutions
d.	Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.	Mixtures and Solutions
e.	Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.	Mixtures and Solutions
f.	Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.	Mixtures and Solutions
g.	Students know properties of solid, liquid, and gaseous substances, such as sugar (C ₆ H ₁₂ O ₆), water (H ₂ O), helium (He), oxygen (O ₂), nitrogen (N ₂), and carbon dioxide (CO ₂).	Mixtures and Solutions
h.	Students know living organisms and most materials are composed of just a few elements.	Mixtures and Solutions
i.	Students know the common properties of salts, such as sodium chloride (NaCl).	Mixtures and Solutions

Life Sciences

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

Content Standards		Module
a.	Students know many multi-cellular organisms have specialized structures to support the transport of materials.	Living Systems
b.	Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO ₂) and oxygen (O ₂) are exchanged in the lungs and tissues.	Living Systems
c.	Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.	Living Systems
d.	Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.	Living Systems
e.	Students know how sugar, water, and minerals are transported in a vascular plant.	Living Systems
f.	Students know plants use carbon dioxide (CO ₂) and energy from sunlight to build molecules of sugar and release oxygen.	Living Systems
g.	Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO ₂) and water (respiration).	Living Systems

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:**

Content Standards		Module
a.	Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.	Water Planet
b.	Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.	Water Planet

Grade 5 Science Standards (continued)

Content Standards		Module
c.	Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.	Water Planet
d.	Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.	Water Planet
e.	Students know the origin of the water used by their local communities.	Water Planet

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:

Content Standards		Module
a.	Students know uneven heating of Earth causes air movements (convection currents).	Water Planet
b.	Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.	Water Planet
c.	Students know the causes and effects of different types of severe weather.	Water Planet
d.	Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.	Water Planet
e.	Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.	Water Planet

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

Content Standards		Module
a.	Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.	Water Planet
b.	Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.	Water Planet
c.	Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.	Water 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:

Content Standards		Module
a.	Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.	Living Systems Water Planet
b.	Develop a testable question.	Living Systems

Grade 5 Science Standards (continued)

Content Standards	Module
c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.	Mixtures and Solutions Living Systems Water Planet
d. Identify the dependent and controlled variables in an investigation.	Water Planet
e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.	Water Planet
f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.	Mixtures and Solutions Living Systems Water Planet
g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.	Mixtures and Solutions Living Systems Water Planet
h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.	Mixtures and Solutions Living Systems Water Planet
i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.	Mixtures and Solutions Living Systems

NS – Notebook sheet **FORMATIVE ASSESSMENT SUMMARY**

TS – Teacher observation

	Formative Assessment	CA Standards Assessed
Investigation 1 Exploring Air		
Part 1 Air Is There	NS – Preassess students' ideas about air	PS1a, I&E4a
Parts 2-3 Air Under Water/Parachutes	NS – Records where air is	PS1a, I&E4b
Parts 4-6	NS/TO – Air can be compressed and can move things	PS1a, I&E4b
Investigation 2 Observing Weather		
Part 1 Weather Calendars	NS – Objectively records weather conditions	ES3a, ES3c, I&E4b
Part 2 Measuring Temperature	TO – Uses weather tools to monitor weather	ES3a
Part 3 Watching Clouds	TO – Anecdotal notes	ES3a, ES3b
Part 4 Measuring Rain	NS – Improving in ability to monitor/describe weather conditions	ES3a, I&E4b
Investigation 3 Wind Explorations		
Part 1 Bubbles in the Wind	TO – Anecdotal notes	ES3a
Part 2 Wind Speed	NS – Improving in ability to monitor/describe weather conditions	ES3a, I&E4b
Part 3 Pinwheels	TO – Compares pinwheels to anemometers	ES3a
Part 4 Wind Vanes	NS – Improving in ability to monitor/describe weather conditions	ES3a, I&E4b
Part 5 Kites	TO – Explains how anemometers and wind vanes help fly kites	ES3a
Investigation 4 Looking for Change		
Part 1 Weather Graphs	NS – Makes bar graphs using weather data	ES3b, I&E4b, I&E4c
Part 2 Comparing the Seasons	NS – Describes seasons	ES3b, ES3c, I&E4b, I&E4c

History and Social Science

Ararat Charter School will prepare students for the challenges of living in a fast-changing society. Our approach incorporates the curriculum standards specified in the History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education). With the standards, students in kindergarten through grade three are introduced to the basic concepts of each discipline: history, geography, civics, and economics. Beginning at grade four, the disciplines are woven within the standards at each grade.

The goals of the social studies program fall into the following three categories as described in the content Framework:

- ***Knowledge and cultural understanding***, incorporating learning's from history and other humanities, such as, geography, and social sciences.
- ***Democratic understanding and Civic values***, incorporating an understanding of our national identity, heritage, civic values and rights and responsibilities.
- ***Attainment and Social participation***, including basic skills such as, study skills, critical thinking skills and participation skills.

Ararat Charter School will develop a social studies curriculum that is aligned with the stated standards, and will include instructional strategies, assessment and resources. The curriculum and instructional program will address the foundational skills and knowledge as students are introduced to facts, concepts and principles, organized under the three strands stated above. These basic learnings serve as curriculum strands, unifying the curriculum across the grade levels, kindergarten thru fifth grade. In the primary curriculum, grades K-3, focus is placed on the important learnings young children have developed during infancy and re-school years and through geography and back in time though history to link the student with people from the past. The social studies curriculum is based on the following standards:

Kindergarten – Learning and working Now and Long Ago

Grade One – A Child's Place in Time and Space

Grade Two – People Who Make a Difference

Grade Three – Continuity and Change

Grade Four – California: A Changing State

Grade Five – United States History and Geography: Making a New Nation

(A detailed sequence of standards correlated with Houghton Mifflin Social Science curriculum is provided at the end of this section).

In addition to the curriculum, teachers will prepare Long Range plans for each trimester, indicating the sequence of standards and skills that will be covered. Ararat Charter School will also develop benchmark assessments for each trimester to evaluate student mastery.

Since social science instruction is intended for all learners, instruction is designed so that each student has the opportunity to master the science standards. To provide equal access to the core science program, Ararat Charter School will provided differentiated instruction to English Language learners, special needs students, struggling learners and advanced learners. This instruction could come in the following forms: 1) Pacing; 2) pre-teaching of essential elements of scientific vocabulary; 3) enrichment and project based activities for advanced learners; 4) accommodations based on 504 and IEP plans for students with disabilities; and 5) hands-on ,

research and project based activities provide additional tools to teach and reinforce concepts and skills.

In addition, Ararat Charter School emphasizes the use of fiction and non-fiction literature, Internet, and interdisciplinary planning to reach the goals of this History–Social Science Framework.

SOCIAL STUDIES – HOUGHTON MIFFLIN

CORELATION WITH CALIFORNIA CONTENT STANDARDS

Grade	Standard #	California Standards	Primary Text Citations
K	K.1	Students understand that being a good citizen involves acting in certain ways.	BB & TE Common Pages: 3/4–5, 5/8–9, 11/20–21, 66/116–117
K	K.1.1	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	BB & TE Common Pages: 11/20–21, 66/116–117
K	K.1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	BB & TE Common Pages: 40/70–71, 44/78–79, 54/94–95, 57/100–101
K	K.1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions.	BB & TE Common Pages: 20/34–35
K	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.	BB & TE Common Pages: 5/8–9, 49/86, 52/90–91, 51/88–89, 53/92–93 HBB & TE Common Pages: 20–21/152–153
K	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.	BB & TE Common Pages: 7/12–13, 28/50–51, 29/52–53, 30/54–55, 59/104–105 HBB & TE Common Pages: 2–3/134–135
K	K.4	Students compare and contrast the locations of people, places, and environments and describe their characteristics.	BB & TE Common Pages: 6/10–11, 19/32–33, 1/36–37, 25/ 44–45, 68/120–121
K	K.4.1	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.	BB & TE Common Pages: 17/28–29, 65/114–115
K	K.4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	BB & TE Common Pages: 20/34, 68/ 120–121
K	K.4.3	Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).	BB & TE Common Pages: 12/22–23, 67/118–119
K	K.4.4	Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	TE: 251, 119
K	K.4.5	Demonstrate familiarity with the school’s layout, environs, and the jobs people do there.	BB & TE Common Pages: 7/12–13
K	K.5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	BB & TE Common Pages: 69/122–123, 70/124–125

Grade	Standard #	California Standards	Primary Text Citations
K	K.6	Students understand that history relates to events, people, and places of other times.	BB & TE Common Pages: 39/68–69, 41/72–73, 57/100–101 HBB & TE Common Pages: 4–5/136–137, 8–9/140–141, 14–15/146–147, 22–23/154–155
K	K.6.1	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	HBB & TE Common Pages: 2–3/134–135, 4–5/136–137, 6–7/138–139, 8–9/140–141, 12–13/144–145, 14–15/146–147, 18–19/150–151, 20–21/152–153, 22–23/154–155
K	K.6.2	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	BB & TE Common Pages: 57/100–101
K	K.6.3	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	BB & TE Common Pages: 28/50–51, 30/54–55, 2/58–59, 41/72–73, 42/74–75, 43/76–77, 45/80–81

Grade	Standard #	California Standards	Primary Text Citations
1	1.1	Students describe the rights and individual responsibilities of citizenship.	PE & TE Common Pages: 36–39, 244–247, 248–249
1	1.1.1	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.	PE & TE Common Pages: 44–47, 246–247
1	1.1.2	Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”	PE & TE Common Pages: 45–47, 200–201, 214–215, 230–231
1	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.	PE & TE Common Pages: 81, 82–85, 88–91, 97–99, 102–105, 108–109, 112–113, 117, 119, 166–167

Grade	Standard #	California Standards	Primary Text Citations
1	1.2.1	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.	PE & TE Common Pages: 74–77, 105, 110–111, R10–R15
1	1.2.2	Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.	PE & TE Common Pages: 42–43, 80–81
1	1.2.3	Construct a simple map, using cardinal directions and map symbols.	PE & TE Common Pages: 52–53, 166–167
1	1.2.4	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	PE & TE Common Pages: 96–99, 101, 102–105, 185
1	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.	PE & TE Common Pages: 258–263, R2
1	1.3.1	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ’Tis of Thee”).	PE & TE Common Pages: 38–39, R4–R5
1	1.3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	PE & TE Common Pages: 252–253, 271–278
1	1.3.3	Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	PE & TE Common Pages: 240, 242, 258–263, 278, R2
1	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.	PE & TE Common Pages: 118–119, 186–187, 192–193, 202, 204–205, 210–211, 217–219
1	1.4.1	Examine the structure of schools and communities in the past.	PE & TE Common Pages: 192–194, 202–205
1	1.4.2	Study transportation methods of earlier days.	PE & TE Common Pages: 208–211
1	1.4.3	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	PE & TE Common Pages: 64, 192, 195, 196–199, 280–281
1	1.5	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.	PE & TE Common Pages: 60–63, 102–105
1	1.5.1	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.	PE & TE Common Pages: 60–63, 116–119
1	1.5.2	Understand the ways in which American Indians and immigrants have helped define Californian and American culture.	PE & TE Common Pages: 62–63, 184–187, 192–195, 254–255
1	1.5.3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	PE & TE Common Pages: 30–33, 282–283, 284–285, 286–289, 290–292

Grade	Standard #	California Standards	Primary Text Citations
1	1.6	Students understand basic economic concepts and the role of individual choice in a free-market economy.	PE & TE Common Pages: 130–133, 138–141, 144–147, 152–155, 158–161, 168–171
1	1.6.1	Understand the concept of exchange and the use of money to purchase goods and services.	PE & TE Common Pages: 130–133, 138–141, 144–147
1	1.6.2	Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.	PE & TE Common Pages: 55, 56, 141, 153–155, 158–161

Grade	Standard #	California Standards	Primary Text Citations
2	2.1	Students differentiate between things that happened long ago and things that happened yesterday.	PE & TE Common Pages: 134–135, 260–263, 268–271
2	2.1.1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.	PE & TE Common Pages: 120–121, 134–135
2	2.1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.	PE & TE Common Pages: 134–135, 271
2	2.1.3	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).	PE & TE Common Pages: 125
2	2.2	Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.	PE & TE Common Pages: 32–33, 34–35, 42–43, 72–73, 82–83, 202–203 PB: 2, 4, 9, 32
2	2.2.1	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).	PE & TE Common Pages: 42–43 BSSA: 5 PB: 4
2	2.2.2	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.	PE & TE Common Pages: 32–33, 34–35, 68, 69, 81, 82–83, 202–203,
2	2.2.3	Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.	PE & TE Common Pages: 120–121
2	2.2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.	PE & TE Common Pages: 44–47, 52–53, 55
2	2.3	Students explain governmental institutions and practices in the United States and other countries.	PE & TE Common Pages: 282–287, 308–311, 316–319, 320–321, 322–325
2	2.3.1	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.	PE & TE Common Pages: 303–303, 319

Grade	Standard #	California Standards	Primary Text Citations
2	2.3.2	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.	PE & TE Common Pages: 198–199, 232–233, 242–245, 322–325
2	2.4	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.	PE & TE Common Pages: 160–161, 166–169, 172–173, 180–183, 190–193, 196–199
2	2.4.1	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.	PE & TE Common Pages: 170–171, 188, 191, 193
2	2.4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.	PE & TE Common Pages: 166–167, 172–173
2	2.4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).	PE & TE Common Pages: 101, 192–193
2	2.5	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	PE & TE Common Pages: 70–71, 174–176, 253–255, 335

Grade	Standard #	California Standards	Primary Text Citations
3	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.	PE & TE Common Pages: 2–3, 6–7, 14–15, 16–19, 26–31, 34–35, 36–41, 52–53, 64–65, 70–71, 146–147, 158–159, 166–167, 198–199, 246–247, 262–263, 314–315, 332–333
3	3.1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).	PE & TE Common Pages: 26–29, 36–41, 64–65
3	3.1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).	PE & TE Common Pages: 27–29, 44–47, 64–65, 82–83 CCH: 6, 9
3	3.2	Students describe the American Indian nations in their local region long ago and in the recent past.	PE & TE Common Pages: 82–85, 120–121, 140–141
3	3.2.1	Describe national identities, religious beliefs, customs, and various folklore traditions.	PE & TE Common Pages: 74–77, 83–84, 89, 91, 97–100
3	3.2.2	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).	PE & TE Common Pages: 75, 82–85

Grade	Standard #	California Standards	Primary Text Citations
3	3.2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.	PE & TE Common Pages: 84–85, 91, 98–101
3	3.2.4	Discuss the interaction of new settlers with the already established Indians of the region.	PE & TE Common Pages: 90, 118–121
3	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.	PE & TE Common Pages: 112, 120–121, 124–127, 140–141, 160–163, 174–175, 192–193
3	3.3.1	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.	PE & TE Common Pages: 110–112, 120–121, 140–141, 146–147, 160–161, 172–177, 318–321, 338–341, 362–363
3	3.3.2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.	PE & TE Common Pages: 84–85, 98–101
3	3.3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.	PE & TE Common Pages: 120–121, 130–131, 140–141, 192–193
3	3.4	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	PE & TE Common Pages: 6, 8–9, 237, 240–241
3	3.4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.	PE & TE Common Pages: 6, 8–9, 126–127, 214
3	3.4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life	PE & TE Common Pages: 196, 202–205, 210–211, 212–215, 224–227, 232–233, 240–241, 329
3	3.4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	PE & TE Common Pages: 112, 124–127, 175–176, 192–193, 240–243, 314–315, 346–347
3	3.4.4	Understand the three branches of government, with an emphasis on local government.	PE & TE Common Pages: 224–229, 234–235, 240–241
3	3.4.5	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.	PE & TE Common Pages: 91, 101, 234–237

Grade	Standard #	California Standards	Primary Text Citations
3	3.4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	PE & TE Common Pages: 119, 124–127, 173, 348–349, 352–353, 359
3	3.5	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	PE & TE Common Pages: 266–269, 274–277, 280–281, 286–289, 292–295, 300–301, 308–309 CCH: 22–25
3	3.5.1	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	PE & TE Common Pages: 44–47, 82–85, 292–295, 308–309 CCH: 22–23 IT: Unit 5
3	3.5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	PE & TE Common Pages: 262–263, 300–303
3	3.5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	PE & TE Common Pages: 274–277, 280–281
3	3.5.4	Discuss the relationship of students’ “work” in school and their personal human capital.	PE & TE Common Pages: 214, 268

Grade	Standard #	California Standards	Primary Text Citations
4	4.1	Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.	PE & TE Common Pages: 6–9, 14–17, 20–25, 30–33, 414
4	4.1.1	Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.	PE & TE Common Pages: 28–29 PB: 3, 10 ST: 2
4	4.1.2	Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.	PE & TE Common Pages: 7, 28–29, 88–89 ST: 2
4	4.1.3	Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.	PE & TE Common Pages: 12–13, 20–25, 30–31, 260–262
4	4.1.4	Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.	PE & TE Common Pages: 12–13, 14–17, 206–207, 268–271, 278–281
4	4.1.5	Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	PE & TE Common Pages: 20–25, 30–31, 172–173, 206–207, 406–407

Grade	Standard #	California Standards	Primary Text Citations
4	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.	PE & TE Common Pages: 40–43, 48–51, 56–61, 64–67, 82–85, 90–93, 98–103, 108–111, 118–123, 126–129, 132–135, 138–143
4	4.2.1	Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.	PE & TE Common Pages: 40–43, 48–51, 56–61, 64–67 IB: The Chumash
4	4.2.2	Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.	PE & TE Common Pages: 80–85, 90–93, 98–99, 108–111 IB: Mapping California
4	4.2.3	Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).	PE & TE Common Pages: 80–83, 90–93, 98–103 IB: Gaspar de Portola
4	4.2.4	Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.	PE & TE Common Pages: 90–93, 98–99, 102–103, 108–111 IB: What Spain Gave California
4	4.2.5	Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.	PE & TE Common Pages: 98–103, 108–111, 132–135
4	4.2.6	Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.	PE & TE Common Pages: 98–103, 108–111
4	4.2.7	Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.	PE & TE Common Pages: 118–123, 126–129, 132–133
4	4.2.8	Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.	PE & TE Common Pages: 126–129, 132–135
4	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.	PE & TE Common Pages: 160–163, 166–169, 172–175, 178–181, 190–193, 198–203 IB: The Flag that Flew for Twenty-five Days; The Gold Rush
4	4.3.1	Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter’s Fort.	PE & TE Common Pages: 122–123, 132–135, 142–143
4	4.3.2	Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).	PE & TE Common Pages: 80–85, 90–93, 108, 138–143, 172–175
4	4.3.3	Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).	PE & TE Common Pages: 133, 163, 172–175, 178–181, 190–193, 198–203, 206–209

Grade	Standard #	California Standards	Primary Text Citations
4	4.3.4	Study the lives of women who helped build early California (e.g., Biddy Mason).	PE & TE Common Pages: 168, 174–175, 192–193, 202 IB: Maria Amparo Ruiz & Biddy Mason
4	4.3.5	Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	PE & TE Common Pages: 138–143, 160–163, 166–169, 198–203 Additional TE: 154
4	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.	PE & TE Common Pages: 190–193, 217, 226–229, 232–237, 252–257, 260–265, 268–271, 278–281, 290–293, 296–299, 304–307, 320–325, 332–335, 338–341, 344–349, 356–361, 364–367, 370–373, 376–379
4	4.4.1	Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.	PE & TE Common Pages: 226–229, 232–237
4	4.4.2	Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.	PE & TE Common Pages: 178–181, 190–193, 206–209 IB: The Gold Rush
4	4.4.3	Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).	PE & TE Common Pages: 172–175, 180–181, 190–193, 206–209, 252–257, R8–R9
4	4.4.4	Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).	PE & TE Common Pages: 172–175, 206–209, 252–257, 268–271, 278–281
4	4.4.5	Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.	PE & TE Common Pages: 304–307, 320–325, 332–335
4	4.4.6	Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.	PE & TE Common Pages: 260–265, 296–299, 320–325, 332–335, 370–373, 408–409 IB: Touchdown California; Black Gold!
4	4.4.7	Trace the evolution of California’s water system into a network of dams, aqueducts, and reservoirs.	PE & TE Common Pages: 260–265, 268–271, 414–415 IB: William Mulholland and the Water Wars
4	4.4.8	Describe the history and development of California’s public education system, including universities and community colleges.	PE & TE Common Pages: 364–367
4	4.4.9	Analyze the impact of twentieth-century Californians on the nation’s artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).	PE & TE Common Pages: 17, 297, 306, 340–341, 376–379, 380–381

Grade	Standard #	California Standards	Primary Text Citations
4	4.5	Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	PE & TE Common Pages: 388–391, 396–397, 398–403
4	4.5.1	Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).	PE & TE Common Pages: 201, 388–391, 396–397, 399
4	4.5.2	Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.	PE & TE Common Pages: 120, 200–203, 291, 398–403
4	4.5.3	Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.	PE & TE Common Pages: 120, 201, 390, 398–403
4	4.5.4	Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.	PE & TE Common Pages: 398–403, 404–405, 410–411
4	4.5.5	Describe the components of California’s governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).	PE & TE Common Pages: 66–67, 216–217, 364–366, 398–403

Grade	Standard #	California Standards	Primary Text Citations
5	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.	PE & TE Common Pages: 40–43, 47–49, 55–57, 61–63, 69–71
5	5.1.1	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.	PE & TE Common Pages: 39, 40, 42, 47–48, 55–56, 61–62, 69–70
5	5.1.2	Describe their varied customs and folklore traditions.	PE & TE Common Pages: 41–43, 47–49, 56–57, 61–63, 70–71
5	5.1.3	Explain their varied economies and systems of government.	PE & TE Common Pages: 47–48, 55–56, 61–62, 69–70
5	5.2	Students trace the routes of early explorers and describe the early explorations of the Americas.	PE & TE Common Pages: 96–101, 104–107, 110–111, 122–124, 147
5	5.2.1	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).	PE & TE Common Pages: 91–93, 96–98, 104–107

Grade	Standard #	California Standards	Primary Text Citations
5	5.2.2	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).	PE & TE Common Pages: 92–93, 96–101, 104–107, 110–113, 122–125 BSSA: 18 PB: 18, 19, 20, 22
5	5.2.3	Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.	PE & TE Common Pages: 80–81, 106–107, 123–124, 146–147, 175
5	5.2.4	Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	PE & TE Common Pages: 100, 106, 111, 145, 146–147, 156–157, 230
5	5.3	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.	PE & TE Common Pages: 67, 70, 98–99, 104–106, 110–113, 132–133, 138, 146, 169–170
5	5.3.1	Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.	PE & TE Common Pages: 105, 110–113, 124–125, 132–133, 145, 168–169, 228–230
5	5.3.2	Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).	PE & TE Common Pages: 98–99, 132, 138, 146, 190, 229, 271
5	5.3.3	Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip’s Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).	PE & TE Common Pages: 104–105, 113, 132–133, 168–169, 228–231
5	5.3.4	Discuss the role of broken treaties and massacres and the factors that led to the Indians’ defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).	PE & TE Common Pages: 347, 361, 370–371
5.	5.3.5	Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).	PE & TE Common Pages: 61, 67, 70, 146
5	5.3.6	Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).	PE & TE Common Pages: 111, 113, 132–133, 138, 168–169, 230–231, 347, 361, 370–371
5	5.4	Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	PE & TE Common Pages: 132, 137–138, 166–167, 174–179, 188–191, 196–199, 202–203, 210–215 IB: School Days in 1700

Grade	Standard #	California Standards	Primary Text Citations
5	5.4.1	Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.	PE & TE Common Pages: 130–132, 137–138, 156–157, 160–163, 174–175, 197–198, 202, 204, 210, 224–225 BSSA: 28
5	5.4.2	Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).	PE & TE Common Pages: 130–131, 136–139, 167–169, 188–190, 203–204
5	5.4.3	Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).	PE & TE Common Pages: 136–138, 166–168, 189, 203
5	5.4.4	Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.	PE & TE Common Pages: 167–168, 178–179, 197, 203 IB: Who Was Poor Richard? Colonials to Remember
5	5.4.5	Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.	PE & TE Common Pages: 110, 137, 146, 166–167, 174–175, 189–190, 198, 203, 210–211
5	5.4.6	Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.	PE & TE Common Pages: 132, 175–176, 210, 213–215, 416–417, 424–427
5	5.4.7	Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	PE & TE Common Pages: 137, 166–168, 189, 203, 229
5	5.5	Students explain the causes of the American Revolution.	PE & TE Common Pages: 234–237, 240–243, 250–251
5	5.5.1	Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).	PE & TE Common Pages: 234–237, 240–243 BSSA: 38–39
5	5.5.2	Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.	PE & TE Common Pages: 241–243, 254, 263–266
5	5.5.3	Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.	PE & TE Common Pages: 262–267 PSP: 16

Grade	Standard #	California Standards	Primary Text Citations
5	5.5.4	Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).	PE & TE Common Pages: 190–191, 228–229, 234–235, 240–241, 250–251, 254–255, 262–265, 271–272, 278–280, 286–288, 320–323 IB: Who Was Poor Richard? Colonials to Remember
5	5.6	Students understand the course and consequences of the American Revolution.	PE & TE Common Pages: 250–255, 270–273, 278–281, 286–289
5	5.6.1	Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.	PE & TE Common Pages: 251–253, 255, 271, 278–281, 284–285, 286–288 BSSA: 40, 42 IB: John Paul Jones and the Battle at Sea; Peter Salem, Hero of the Revolution
5	5.6.2	Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko'osciuszko, Baron Friedrich Wilhelm von Steuben).	PE & TE Common Pages: 254–255, 271–272, 278–281, 286–289
5	5.6.3	Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).	PE & TE Common Pages: 237, 266, 272 IB: Daughters of Liberty
5	5.6.4	Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.	PE & TE Common Pages: 270–273, 289, 298–299
5	5.6.5	Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.	PE & TE Common Pages: 302, 304
5	5.6.6	Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.	PE & TE Common Pages: 296–297, 345–347, 361, 368
5	5.6.7	Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	PE & TE Common Pages: 264–267, 289
5	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.	PE & TE Common Pages: 302–307, 312–317, 328–335 BSSA: 44–47
5	5.7.1	List the shortcomings of the Articles of Confederation as set forth by their critics.	PE & TE Common Pages: 296, 298–299
5	5.7.2	Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.	PE & TE Common Pages: 302–307, 316

Grade	Standard #	California Standards	Primary Text Citations
5	5.7.3	Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.	PE & TE Common Pages: 312–317, 328–335, 541–543
5	5.7.4	Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.	PE & TE Common Pages: 312–317, 328–335, 541–543
5	5.7.5	Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.	PE & TE Common Pages: 328–329, 390–391, 424–425, 524–527, 530–535, 540–543
5	5.7.6	Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).	PE & TE Common Pages: Unit 1 opener, 363, R29
5	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.	PE & TE Common Pages: 344–347, 368–369, 382–383, 388–389, 394–397, 400–403
5	5.8.1	Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).	PE & TE Common Pages: 344–347, 382–383, 388–389 IB: Flatboat Mondays
5	5.8.2	Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).	PE & TE Common Pages: 6–8, 341–342, 396–397, 400–403
5	5.8.3	Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).	PE & TE Common Pages: 354–357, 400 PSP: 20
5	5.8.4	Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).	PE & TE Common Pages: 400–403, 407-W1–407-W4 BSSA: 52 IB: Going West: Trials and Tradeoffs
5	5.8.5	Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.	PE & TE Common Pages: 401–402, 407-W5–407-W8
5	5.8.6	Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	PE & TE Common Pages: 340–341, 394–397, 401 Additional TE: 400, 432
5	5.9	Students know the location of the current 50 states and the names of their capitals.	PE & TE Common Pages: 335, 547

Physical Education and Health

The Physical Education and Health component will address the needs of the whole child. Our health and wellness policy will reflect an overall mission to provide students with physical and academic development. Students will have 100 minutes each week in which they engage in physical education. We will utilize developmentally appropriate and structured psychomotor tools/centers which not only build fine and gross motor development, but also teach cooperation, collaboration and sportsmanship.

Visual and Performing Arts

Our vision at Ararat Charter School provides an interdisciplinary Arts program throughout the learning process, whether it is music, art, drama, or dance. With any or all of these, children will develop a sense of self as well as gain respect for other cultures.

As described in the Visual and Performing Arts Framework for California Public Schools, ARARAT CHARTER SCHOOL will offer standards based instruction in dance, music, theatre, and the visual arts to ensure that students reach the proficient level of achievement in each of the following five strands of the content standards: *artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications*. The grade level content standards as described in chapter 4 of the framework will serve the basis of curriculum development.

Furthermore, art integrated into the curriculum can deepen students' understanding of social studies content, literary concepts, and writing and art techniques. These skills are embedded within our curriculum throughout the day and placed in context of meaningful experiences. For instance, while exploring the theme of *My Place in History* (second grade social studies standards) our students might also learn about proportion, symmetry, and observation. They will also experience various visual art techniques such as drawing, painting, collage and installation to produce self or family portraits. .

At Ararat Charter School we have made a commitment to music education and in addition to its cross-curricular implications, we will devote resources to a systematic approach to the skills it requires. During the first year of implementation, classroom teachers will develop music and visual arts activities as part of classroom music. A part time teacher will be hired to provide after school choral music program. However, during the second year of implementation, we will hire a full-time music teacher who will deliver instruction to our students on a weekly basis. Through our music program, our students will acquire basic knowledge of musical history, composers, theory, reading musical notation and the skills and mechanics of singing. These skills are further developed with our school chorus and through performance opportunities during school wide productions each year. These include a cross-cultural range of music from folk tunes to the classics.

We believe that our community extends beyond the boundaries of our school and neighborhood. We will cultivate close relationships with many of the art organizations in the city such as, Los Angeles County Museum of Arts, Museum of Tolerance, the Getty Museum, the Hollywood

Bowl and others. Our goal for the Visual and performing arts is to help our children develop a lifelong passion for the arts.

Foreign Language

The founding members of the Ararat Charter School are in the process of locating a site in the North Hollywood area. Based on the student demographic data as stated in Table 1, Element 1, and the 2000 census, we anticipate that the student population will be predominantly of Hispanic and Armenian immigrant heritage. To this end the school plans to offer Armenian and Spanish as required foreign languages for all students.

Progress in both languages will not impact the students' chances of being promoted to the next grade level. Measuring academic progress and promotion to the next grade level will be based on the students' progress in the core academic subjects (English Language Arts, Mathematics, Science, Social Science).

The prevalence of varied cultures in the Los Angeles area has enriched our American culture and has given it strength. This same diversity creates a special need for communication, mutual understanding, and tolerance between peoples. Command of at least two languages by the time young people complete school will enable them to be more actively involved in their communities and society at large. As the world seems to be shrinking with the increase in technology, mass media, and global communication our children need to be expanding their repertoire of languages and increasing their sensitivity and understanding of various cultures. Armenian and Spanish are rich languages that are prevalent across the Los Angeles area, including the San Fernando Valley, Glendale, Pasadena, and Hollywood. Students who are bilingual will have many additional personal and professional opportunities open to them.

As anticipated by the demographic and census data, a significant number of the students attending Ararat Charter School (ACS) will be of Armenian and Hispanic heritage. Therefore, the school plans to offer Armenian and Spanish as required subjects. In developing the instructional program, the school will follow the guidelines described in the Foreign Language Framework, California Schools. The guidelines provided in the framework are not language specific, but provide a framework of instruction for any foreign language.

“Studying a foreign language completes and improves a student’s education while providing the foundation for further personal enrichment, Scholastic achievement and economic opportunities.”
Foreign Language Framework, California Schools

The framework further contends that students who can communicate in more than one language are able to grow academically and personally. As students become increasingly proficient in a new language, they develop greater cultural sensitivity and awareness and acquire a “*better understanding of the learner’s own language.*”

In addition to gaining experience in another language, studying languages provides students with knowledge of the richness of the cultures of the languages being learned, such as Arts, music, literature, and social conventions with respect to holidays, institutions and family life.

In developing the curriculum for teaching the Armenian and Spanish languages, Ararat Charter School will follow the continuum as described in the Foreign Language Framework. The continuum consists of five (5) different levels with levels I and II applying to the elementary level

of instruction, per the following Continuum. Based on this continuum, Ararat Charter School will develop Long Range plans that will specify the standards and skills in reading and writing. The Long Range plans will specify what standards and skills will be covered each trimester and how they will be assessed. Per the Framework, the curriculum will cover the following major areas:

- Vocabulary and concept development
- Modes of expression , such as , listening, speaking, reading and writing
- Text types, such as, word, phrase, sentence and paragraphs

LANGUAGE LEARNING CONTINUUM - STAGES I and II

FUNCTION

Students develop the ability to:

- greet and respond to greetings;
- introduce and respond to introductions;
- engage in conversations;
- express likes and dislikes
- *make requests;
- obtain information;
- understand some ideas and familiar details;
- begin to provide information.

Stage II

- express their needs;
- describe and compare;
- use and understand expressions indicating emotion.

**Stage II and Stage II functions*

CONTEXT

Students can perform these functions:

- *when speaking, in face-to-face social interaction,
- *when listening, in social interaction and using audio or video texts;
- *when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs, short narratives, advertisements, tickets, brochures, and other media;
- *when writing notes, lists, poems, postcards, and short letters and short guided compositions.

TEXT TYPE

Students can:

- *use short sentences, learned words and phrases, and simple questions and commands when speaking writing, and listening;
- understand some ideas and familiar details presented in clear, uncomplicated speech when listening;
- understand short texts enhanced by visual clues when reading.

Stage II

- use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking;
- create simple paragraphs when writing;
- understand important ideas and some details in highly contextualized authentic texts when reading.

ACCURACY

Students:

- communicate effectively with some hesitation and errors, which do not hinder comprehension;
- demonstrate culturally acceptable behavior for Stage I functions;
- understand most important information.

Stage II

- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Stage I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions;
- understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Stage II functions.

CONTENT

Stages I and II often include some combination for the following topics;

- **the self:** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping clothes, prices, size and quantity, and pets and animals.
- **beyond self:** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days dates, months, time, food and customs, transportation, travel, and professions and work.

Interdisciplinary

Our vision recognizes the importance of an interdisciplinary curriculum. In order for children to learn in real-life contexts, connecting disciplines allows them to develop a deeper understanding about the world.

Within an interdisciplinary curriculum, students are able to construct knowledge by connecting learning from discrete events to a comprehensive understanding about the world and how things function. It is a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, topic, issue, problem, or work (Jacobs, 1989).

Since constructivism will be the central focus of instructional strategies, one of its aspects is teaching based on “big ideas “ and “big concepts”. Thematic interdisciplinary strategies provide different pathways to reach a common goal. Thus students of all abilities can feel successful when they can reach the same goals choosing different pathways based on their interests and abilities.

Students in kindergarten through fifth grade will have equal access to interdisciplinary activities. Listed below is an example of a second grade interdisciplinary activity centered around the “big idea” on “Classification of Fossils”.

Classification of Fossils			
<p><u>Reading</u> Read fiction and non fiction stories about dinosaurs and discuss about the author’s purpose.</p>	<p><u>Language Arts</u> Sort the dinosaurs according to their weight and height and write the degrees of adjectives: heavy, heavier, heaviest</p>	<p><u>Writing</u> Write a compare/contrast paragraph about dinosaurs by using Thinking Maps (meat eaters vs. plant eaters)</p>	<p><u>Math</u> Choose one dinosaur at time, use a scale, measure their weights and find out how many students would it take to measure up to the dinosaur.</p>
<p><u>Life Science</u> Observe and categorize the dinosaurs according to the shape of the teeth (carnivore/herbivore)</p>	<p><u>Fine Arts</u> Produce a series of illustrations for a storybook or cartoon which can be hardcopy or electronic in final output for a selected children’s audience.</p>	<p><u>Social Studies</u> Search, find and mark fossil location on the contour map and label continents. Write title, legend, directional indicator, scale and date</p>	<p><u>Music/ PE</u> Dinosaur Stomp Puppet Show Musical</p>

Technology

Ararat Charter School’s community of learners will have access to technology to enhance their educational goals and experiences, develop an appreciation of learning, and become life-long learners and contributing members of society. Technology is used as a tool to enhance learning and support the educational process. To be an educated person of the 21st century, Ararat Charter School believes that students must have technology infused throughout the curriculum in order to develop the essential skills necessary to become contributing and productive members of society. *A Nation at Risk* (National Commission on Excellence in Education, 1983) argued that knowledge of the New Basics is the foundation of success for the after-school years. With regard to technology it recommended that:

“...teaching of computer science in high school should equip graduates to: (a) understand the computer as an information, computation, and communication device; (b) use the computer in the study of the other Basics and for personal and work-related purposes; and (c) understand the world of computers, electronics, and related technologies.”

Being technology literate is an especially important element for our students. In order to implement effective integration of technology, we will develop Technology Model Classrooms, where select teachers will have networked computers, a networked printer, and a multimedia projector. These teachers will be provided with focused support ranging from technical troubleshooting to curriculum integration planning. The common strand of these classrooms is that the work is related to the content in the classroom. Students will use technology in a variety of manners that are functional, from writing book reports with a word processor to using the Internet and a spreadsheet to research and report on the nutritional value of their favorite food.

At Ararat Charter School technology will be an integrated rather than separate subject. Planning of student's curricular goals is aligned with the proficiencies of the teachers, with professional development focused on improving teacher knowledge. We will improve student literacy, through the use of technology, by concentrating on improving teacher proficiency in using technology as a tool for language arts. We will use CTAP²'s My Proficiency Assessment and Technology Use Surveys as measures of how much teachers know and how often students are given tasks that relate to technology and language arts. We will improve teacher proficiencies by providing staff developments in language arts that are designed to integrate technology.

Civic Responsibility/Character Education

To achieve its goal on developing students' sense of responsibility and social consciousness, Ararat Charter School will incorporate a character education program. This program will focus on the following traits: *trustworthiness, respect, responsibility, fairness, caring and citizenship*. Participation will be incorporated in the curriculum, instruction and classroom management. Activities could come from the following areas:

- 1. School-wide:** *cross grade tutoring, word/trait of the month, mottos and slogans, quotation of the week, codes of conduct, theme assemblies, ceremonies and rituals, schools service projects, recognition hall for students and school murals*
- 2. Classroom:** *personal journals, stories with a message, essay writing, personal mission statements, role playing*
- 3. Individual/group projects:** *cartoon drawings, original quotations, picture books, poster making, song writing, play writing and performing, commercial writing with a message, speech presentations, reporter interviews*

Textbooks

Pursuant with EC Section 60605, Ararat Charter School will successfully implement the SBE adopted core curriculum and textbooks in Language Arts, mathematics, science and social studies.

Language Arts

Ararat Charter School will use the district adopted standards-based core literacy program, Open Court 2002 (RSA/McGraw-Hill). Decades of research have shown that Open Court's systematic

teaching of phonemic awareness and sound-spelling correspondences enhance reading proficiency in general. Studies have demonstrated that Open Court improves reading skills and reduces reading disabilities in high-risk populations. The American Federation of Teachers has declared Open Court Reading to be one of the few research-based programs that shows promise for raising student achievement, especially in low-performing schools. This literacy program has interdisciplinary connections with science, math, and H3 character education.

Math

Ararat Charter School will use Singapore math which is aligned with California math content standards. This is a complete program based on the highly successful *Primary Mathematics* series in Singapore. It is designed to equip students with a strong foundation in mathematics. Topics are covered in depth and taught to mastery. By focusing on mathematical understanding, the program aims to help students develop logical and critical lifelong problem-solving skills. The pedagogical approach and methodology include: **Concrete to Pictorial and the Abstract** (*Developmental stages of Piaget*). It utilizes the spiral approach and develops metacognition.

Science

Ararat Charter School will utilize Full Option Science System (**FOSS**). Developed by Lawrence Hall of Science at U.C. Berkeley, the FOSS program is comprised of 27 modules, organized in four strands: *Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology*. Each module offers hands-on investigations on the module topic. Consistent with our **constructivist** approach, the program was created to engage students in learning scientific concepts and critical thinking skills by actively constructing ideas through their own inquiries, investigations and analysis.

History/Social Studies

Ararat Charter School will adopt the state approved Houghton Mifflin curriculum and materials that are aligned with the State Framework for History and Social Studies, grades K-5.

Foreign Language/Armenian

The textbooks titled, **Our Language**, that will be used have been approved and published by the Trustees of the Armenian Western Prelacy of North America. They are age and grade level appropriate and center around short stories within a cultural context. By using short stories, students will be able to apply the modes of expression within a cultural context, such as art, literature, holidays, social conventions and institutions. Because of the fact that the Armenian language is an Indo-European language and not a romance language, it has a different set of alphabets, therefore, the title listed above is a translation. In addition to the textbooks, teachers will use a variety of resources such as, magazines, videos, DVDs.

The textbook that will be used for Spanish instruction is, Houghton Mifflin's **Invitaciones**. Houghton Mifflin programs are the subjects of rigorous independent research studies that confirm their efficacy and ensure their compliance with federal No Child Left Behind legislation. In addition to the textbooks, teachers will use a variety of resources such as, magazines, videos, DVDs.

E. BASIC LEARNING ENVIRONMENT:

Ararat Charter School will offer a comprehensive K-5 educational program based on constructivist approach to teaching. It will be single track and will follow the traditional school calendar. Ararat Charter School is committed to providing a well rounded curriculum in all four core content areas and will allow time for elective courses. To allow for adequate instructional time, Ararat Charter School hours will be 7:50-3:00 for all grade levels, with full day Kindergarten. In lengthening the school day, Ararat Charter School is committed to offering the following:

- A two and one-half hour literacy block each day (Grades K-3)
- A two hour literacy block each day (Grades 4-5)
- One hour of mathematics per day, health and electives
- An afternoon block to address science, social studies and electives
- Daily physical education program

F. STUDENTS WITH SPECIAL NEEDS AND ACCELERATION:

“Successful elementary schools provide all students with quality instruction and offer broad range of interventions strategies that are used to bring students up to grade level expectations. Schools need a comprehensive approach to preventing academic failure and to ensuring that all students meet high expectations”

*Recommendation #8: Implement Aggressive Interventions Strategies
California Department of Education
Elementary Makes the Grade 2000*

Interventions:

Ararat Charter School will offer curriculum embedded and explicit intervention programs with focus in Language Arts. Based on ARARAT CHARTER SCHOOL Benchmark assessments and STAR, students who score basic and below basic levels will participate in the intervention programs. These interventions will be offered as part of the differentiated instruction during the daily literacy block and after school and summer school programs.

Ararat Charter School will use the Voyager Passport, K-5 program. The main features of the program are:

Curriculum: Incorporates 30-40 minute daily lessons that include the five essential components of reading, such as, alphabet knowledge, phonemic awareness, phonics and reading fluency. It also includes leveled reading passages within 12 topical units.

Assessment: Provides standardized measures at three benchmarks: 1) struggling, emerging and on task levels; 2) weekly criterion referenced assessments to inform instruction; 3) in between benchmarks to monitor student progress as often as once a week.

Data Management: Produces student, class and school reports.

English Language Learners

The geographic basis of Ararat Charter School will include a linguistically and culturally diverse community. At ARARAT CHARTER SCHOOL we value the culture and language of foreign born students and of children of foreign parents. All students will develop as English speakers, readers, and writers. All cultures and languages and will be honored and all students will be provided with learning opportunities to develop appreciation for the multi-lingual and multi-cultural qualities of the students.

A constructivist, project-based and differentiated instruction has been shown to succeed with English Language Learners (ELL). Primary language support will be provided as needed and Ararat Charter School will adhere to all federal, state and district mandates regarding ELL education.

Initial assessment will be given to identify students' level of English fluency through Home Language Survey, the CELDT, and other forms of internal assessments. Using assessment data, ELD and ELA standards, and teachers will plan curriculum and instruction that will support and develop students' ability to progress through the ELD levels. Students will acquire fluency in speaking, reading, writing and listening skills. Students will also develop academic language skills.

We believe that in order for English Language learners to succeed, they need to have a solid foundation in literacy. The thread that runs through our curriculum is English Language Development (ELD). Research states that by the age of four, students in low socioeconomic households have an overwhelming lack of exposure to language when compared to students from working class and professional families (Hart and Risley, University of Kansas, 1995). For our English Language Learners, the gap is even greater. Our mandate is to help these students close this gap.

The foundation of our program is the California English Language Development Standards for English Language Learners, which serve as a transitional bridge to the state's English Language Arts Standards. These standards address English listening, speaking, reading and writing.

Students acquire Basic Interpersonal Communicative Skills (BICS) in the formative stages of language acquisition; however, they often lack sufficient Cognitive Academic Language Proficiency Skills (CALPS) (*Cummins*). By using the ELD standards, we are able to ensure that our instruction supports our students' development of rich academic language and access to the content standards.

Research, professional collaboration, data collection, and sharing of best practices guide us toward finding the best way to help our students gain access. Our ELL instruction is integrated throughout the curriculum. Our classrooms have the following characteristics:

- Subject matter in the core content areas (reading, writing, math, science, etc.) is taught in English
- Teachers of these classes have received training in methods to instruct English language learners (CLAD, LDS), and may be bilingual

- Where teachers have primary language skills, they may support the children's understanding of concepts by using the primary language
- Materials are specifically selected to increase English language proficiency
- To foster home support and parent involvement, homework assignments may be given or explained in student's the primary language

Although the instruction in these classes is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly. Strategies for effective instruction include:

- Use of realia and other visuals
- Use of body language and gestures
- Slower speech rate
- Clear enunciation
- Controlled vocabulary
- Checking for comprehension
- Incorporating songs and plays into lessons
- Reducing negative feedback and increasing positive feedback to lower student anxiety

Structures that further support limited English proficient students in structured English immersion classes are:

- Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Providing abundant opportunities to participate in oral language activities
- Flexible grouping of students
- Instructing in small groups
- Providing after school classes that build upon activities and lessons from the regular classroom
- Providing in-class support from other credentialed teachers or specialists

Our expectation is for students to progress through the levels of proficiency and re-designate as Fully English Proficient (RFEP) before they move on to middle school. For students who enroll beyond the primary grades and with little or no English ability, our goal is to give them a solid foundation in English Language Development and prepare them for content area instruction.

To accomplish this we measure students' mastery of the ELD standards through ELD portfolios, observation, and informal and formal assessment (CELDT). The ELD portfolios provide targeted outcomes in the four domains. These outcomes provide the basis for differentiation of instruction, authentic assessment, and evidence of growth. Observations and informal assessments are ongoing and a natural outcome of effective ELD instruction. Student-centered communicative approaches, meaningful interaction between adults and students, a focus on language to acquire new knowledge, and learning focused on understanding language functions and use are the

foundation of our program. We will administer the CELDT test in the fall for all students and to all incoming students new to U.S. schools throughout the year. The results are tied directly to instruction through grade level planning and targeted lesson development.

Gifted Students/Acceleration

Gifted and talented students will be identified in the 3rd grade for participation in the GATE programs at the fourth and fifth grade levels. Data from traditional instruments such as achievement and criterion –referenced tests will be augmented by information from non-traditional sources such as portfolios, parent interviews, parent and teacher nominations and performance. One goal is to actively search for gifted students among underrepresented populations. Teachers will observe for characteristics of giftedness in underrepresented populations for characteristics of giftedness, such as a highly accelerated rate of English language acquisition in English learners. Referred students may be placed on the school’s Watch List and their referrals may be reviewed for eligibility at any time

Ararat Charter School will utilize the following measures to identify students for the GATE program: CST results, standards based report cards, Gifted Rating Scale completed by teachers, other areas, such as, art portfolios, music, leadership and athletic talents, teacher observation and checklists and parent input when needed. One tool that will be provided to teachers for identification is the Checklist for Culturally Diverse or Disadvantaged Students.

The Ararat Charter School GATE program will include clustering gifted students in the mainstream classes with highly capable peers using strategies such as flexible grouping, group projects, independent projects and differentiation of instruction to provide intellectual challenges and to meet individual needs. All the adopted textbooks in the four content areas provide a wealth of enrichment learning opportunities.

The differentiated curriculum provided to GATE students will be based on practices recognized literature in the field. Following such researchers’ models as Joseph Renzulli on curriculum compacting and Howard Gardner on Multiple intelligences, the core curriculum will be compacted through vertical enrichment. Using various strategies such as pre-testing content material to prevent redundancy will allow students with opportunities to pursue learning according to their needs, interests and abilities. Other strategies include horizontal enrichment focusing on self-directed learning and group projects in which students engage in inquiry and discussion involving higher order thinking (*Bloom’s Taxonomy*).

To facilitate connections between, within, and across content areas and disciplines, Sandra Kaplan’s model for adding depth and complexity through “Big Ideas” will be employed as part of the horizontal enrichment strategy.

For example, in the area of mathematics, if a unit pre-test is given and it is determined that the student has mastery of a good amount of the content in that unit, the curriculum will be compacted (*vertical enrichment*), thus allowing the student time to engage in project based vertical and horizontal enrichment activities where the student applies the standards covered in that unit with depth and complexity.

After school enrichment activities may include but not be limited to participation in the choir, computer or chess clubs, student council, and writer's workshops. The summer school program will offer the student the opportunity to participate in either the Humanities (Language Arts/Social Studies, or math science core classes. In either block the students will be able to work on interdisciplinary projects across the content areas based on Big Ideas. This will empower students to use technology and research tools in learning. Students will also be able to augment their studies through field trips linked to their specific area of study.

Underachieving Student:

It is the goal of Ararat Charter School to provide a classroom environment that is developmentally appropriate and provides core instruction and interventions that are designed to close the achievement gap. In order to effectively support students who are struggling to meet grade level standards, we will:

1. Promote early identification of low-performing students and students with special needs;
2. Provide research based intervention programs and materials for in-class support, after school and summer interventions; and
3. Provide ongoing professional development to strengthen teachers' skills in assessing and implementing appropriate in-class intervention strategies.

Students who are identified as at-risk or as performing below potential will be evaluated on a case-by-case basis using formative and summative assessment tools. Ararat Charter School will use information gathered from all mandated state tests as well as local curriculum-based assessment data and Ararat Charter School benchmark assessments administered each quarter as described in *Element 2*.

Interventions will be provided in language Arts and mathematics, the two core subject areas that have the greatest impact on API scores.

Students who have been academically underachieving will be defined as any student scoring below proficient on the CST, grades 2-5, and/or scoring below Basic on the 5 point rubric designed by Ararat Charter School for Ararat Charter School's quarterly benchmark assessments in Language Arts and math (Element2). Furthermore progress monitoring will be based but not limited to the following measures:

- *ARARAT CHARTER SCHOOL standards based benchmark assessments, quarterly*
- *Curriculum based assessments (CBA) in Language Arts and math, 2-4 weeks*
- *Program specific monitoring, such as, Voyager*
- *CST results/yearly*

The design of the intervention program in both subjects will follow the three levels described in the Reading/Language Arts and Mathematics Frameworks. The program will also parallel the three tier pyramid intervention model of LAUSD. The three levels are:

- 1) **Benchmark intervention/Tier 1:** Will be provided for students who are experiencing minor difficulties which must be addressed to prevent the students from falling behind. In these cases the interventions will mainly be provided in the core instructional program with various instructional groupings and the teacher will reteach the standard in a different way, may provide differentiated instruction, accommodations, learning centers and additional study time. Parents may be enlisted to provide additional help at home. Some students may also need periodic individual assistance by a tutor.

- 2) **Strategic intervention/Tier 2:** Will be provided for students who are at the Basic level on the CST and/or score below Basic on the Ararat Charter School benchmark assessments. In addition to the core instructional program, they will need strategic supplemental instruction, such as afterschool and summer school interventions. A Student Success Team might be called to discuss the appropriate support for the student. In addition to reteaching a concept and utilizing the steps mentioned in item 1, the teacher may provide additional time and intensity over a period of time to complete an assignment either with a peer, or a tutor. The student can participate in regular study group and/or after school interventions to fill the gaps and provide effective extension of learning. Modifications to the curriculum and instructional strategies will also be used.
- 3) **Intensive interventions Tier 3:** Will be offered for those students who score below and far below basics on the CST and the ARARAT CHARTER SCHOOL benchmark assessments and have serious academic performance gaps. In addition to the Core curriculum instruction, the students will receive intensive accelerated instruction targeted to specific student needs. Close monitoring will allow for the adjustments of materials and instructional methods. In addition to utilizing the steps outlined in items 1 and 2 of this section, such as, reteaching the concepts and adapting the curriculum and instructional strategies, tutoring and extended learning time, the students need ongoing after school and summer school interventions. A Student Success Team will be utilized for thorough discussion of all options, including special education services.

In addition, for students who need intensive and extensive interventions, the Voyager Passport program will be used as the Ararat Charter School intervention program for after school and summer school interventions. This program parallels the above mentioned three intervention strategies. The Vital Indicators of Progress of the Voyager Program identify students as : struggling, emerging and on track and lay out a three tier approach: at **Tier 1** , *on Track/Benchmark level*, students can achieve proficiency in a regular classroom within the core curriculum supported by Voyager; **at Tier 2, Emerging/Strategic level**, struggling students receive targeted intervention through differentiated instruction, informed by assessment and ongoing progress monitoring; **at Tier 3, struggling/Intensive level**, students receive additional intensive interventions, such as participating in the after school and summer school interventions over extended periods of time. At this level students can also be referred to the Student Success Team and for possible special education services.

Students of Low Socioeconomic Status

The constructivist, hands-on, project oriented modals of instruction have been found to be very beneficial to students from all socioeconomic status. Students from low socioeconomic status usually lack the experiential background in order to succeed to their fullest potential. In these instances, teachers will focus on providing on-going enrichment activities that build on a student background knowledge. In addition, based on student needs, individual students will receive interventions as described in this section.

To bridge the gap in experiential background and the academic needs, teachers will use diagnostic tools, such as student achievement data and develop Individual Learning Plans (ILP). The plans will have growth targets and action plans and will track the students' progress. Students will have full access to intervention and tutoring programs based on assessed needs. With respect to instructional strategies, the teachers will also use differentiated instruction addressing different learning styles (e.g., visual, verbal, kinesthetic, logical-mathematical, or spiral).

In addition, using the **Checklist for Culturally Diverse and Disadvantaged Students**, teachers will actively identify students who show talent and interest in areas such as, art, music, leadership

and athletic talents. Based on this assessment the students will be offered equal access to enrichment activities and field trips that are provided for GATE students.

Outside of the academic realm, Ararat Charter School will partner with community resources, to provide support in health services, such as glasses and dental care that are a major need among low socioeconomic students.

G SPECIAL EDUCATION:

G1. CHARTER SCHOOL SPECIAL EDUCATION RESPONSIBILITIES:

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

Charter School Petition Statement Regarding MCD Requirements

All charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

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

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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

H. PLAN OF IMPLEMENTATION:

1. *Grade Level roll out* - As described in *Element 1, section A1*, space permitting, Ararat Charter School will implement the following grade levels respectively, and will reach full capacity in 2014-15:

- year 1:grades K-3, 180 students;
- year 2: K-4 with 240 students;
- year 3: K-5 with 300 students;
- year 4, grades K-5 with 340 students;
- year 5, K-5 with projected enrollment of 340 students

2. *Start up plan, late spring and summer 2010* - typical pre-opening plans will include:

- Hiring principal and support staff
- Hiring and training of K-3 teachers
- Securing and preparing the facility
- Ordering books, instructional materials and classroom supplies
- Ordering Office and classroom equipment
- Securing the needed insurance policies

Instructional Program Implementation Timeline

Years	Year	Grade Level	Procedures
10-11	09-10	K-3	<ul style="list-style-type: none"> • Train teachers in standards based curriculum and assessment • Prepare standards based Long Range plans in math , Language Arts, science and social studies
11-12	10-11	4	<ul style="list-style-type: none"> • Prepare and administer per trimester the ARARAT CHARTER SCHOOL standards based Benchmark assessments for each of the four areas
12-13	11-12	5	<ul style="list-style-type: none"> • Introduce the concept of constructivist and thematic approach to teaching
13-14	12-13	5	<ul style="list-style-type: none"> • Analyze ARARAT CHARTER SCHOOL benchmark assessments and CST data to plan for instruction • Provide classroom and choral music. • Provide art and electives
11-12	10-11	K-3	<ul style="list-style-type: none"> • Train and begin the gradual implementation of constructivist approaches • Focus on thematic/interdisciplinary strategies, activities and projects.
12-13	11-12	4	
13-14	12-13	5	
14-15	13-14	5	
14-15	13-14	K-2 cohort 3-5 cohort	Conduct the K-2 and 3-5 cohort group analysis based on ARARAT CHARTER SCHOOL benchmark assessments and CST results and use data to make instructional decisions with respect to: <ul style="list-style-type: none"> • Curriculum development • Instructional strategies • Interventions and enrichment activities • Allocation of resources • Staff development

I. RECRUITMENT OF TEACHERS:

Ararat Charter School will recruit and hire teachers by placing openings and job descriptions on the school's website and Ed Join and participate in college and university job fairs. In addition to hiring qualified teachers, Ararat Charter School will also provide an extensive teacher support program to develop and retain qualified teachers by cultivating teacher professionalism and collaboration.

"Teaching has long been called 'a lonely profession...' The professional isolation of teachers limits access to new ideas and better solutions, drives stress inward to fester and accumulate, fails to recognize and praise success, and permits incompetence to exist and persist to the detriment of students, colleagues and the teachers themselves."

*-Michael Fullan & Andy Hargreaves
What's Worth Fighting For in Your School?*

Ararat Charter School is committed to the ongoing development of its teaching staff. Our desire is to have teachers who are at the top of their profession, and we aim to become a model school for professional development. In order to ensure the success of new teachers and the ongoing growth of all staff members, we will implement the following:

1. All teachers will develop professional growth plans based on the California Standards for the Teaching Profession (or the National Board Standards for those who are working towards certification).
2. Ararat Charter School will continue to identify and train mentor teachers to work with new teachers. Mentors will commit to close support of no more than two new teachers per school year. Ararat Charter School will develop qualifications for mentor teachers, a site selection process for mentors, and eligibility requirements for mentees.
3. Experienced teachers will also coach new teachers to ensure initial success in the classroom. This coaching will be in the form of intensive support, following and expanding upon the model currently in place at Ararat Charter School. Experienced teachers will work during their off-track time in the classroom of a new teacher, typically for a period of two weeks. The coach will follow a protocol to be designed by Ararat Charter School, and will include direct support in classroom management, lesson planning, differentiation of instruction, and ongoing assessment of student growth.
4. We will provide teachers with job-embedded dialogue time for 45 minutes of release time each week to meet in grade level teams for collaborative evaluation of student work and lesson planning.

Coaching

Serving as coaches will be an integral plan in our staff development. Teachers at Ararat Charter School will be provided with opportunities to serve as coaches to provide support for their peers.

"Only teachers who are both knowledgeable in their content areas and extremely skillful in a wide range of teaching methods can respond appropriately to diverse students' needs and enable them to succeed in meeting challenging learning goals to the same high standards now required by both the state and the economy."

*- Linda Darling-Hammond
Educating Teachers for California's Future*

- Coaching builds a sense of teamwork and community.
- Coaching promotes thoughtful decision-making and reflection.
- Coaching encourages instructional change.
- Coaching develops a teacher's sense of efficacy and resourcefulness.
- Coaching promotes in-class application of new skills acquired.

- Coaching benefits new teachers and experienced teachers alike.
- Coaching may benefit veteran teachers experiencing “burnout” by revitalizing them and reassuring them that they are important to the school as people and professionals.

J. PROFESSIONAL DEVELOPMENT PROGRAM:

“What teachers know and can do is the most important influence on what students learn. Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools. School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.”

*-National Commission on Teaching & America’s Future:
What Matters Most: Teaching for America’s Future*

Ongoing professional development will be a priority for all staff members. In order to effectively teach our students to be life-long learners, we must model life-long learning to them.

Teachers will, on an ongoing basis, evaluate their skills, and identify areas in which further development is needed. Professional development activities will be identified and implemented to help teachers build their skills in the identified areas. The focus of professional development will be on two main areas:

1. The California Standards for the Teaching Profession
2. Improving student achievement

“Implement a Professional Development Plan Based on Student Performance: The need for experienced and inspirational educational leaders is particularly acute at schools serving low-income areas where, because of class size reduction, fewer qualified teachers are employed. For example, a recent study found that 40 per cent of the variance in reading and mathematics achievement in grades one through eleven could be attributed to teacher expertise, which was more than any other factor.”

California Department of Education: Elementary Grades Task Force Report Elementary Makes the Grade! 2000

Professional development activities may be done individually, but teachers will be encouraged to participate in activities with their colleagues. This will foster ongoing dialogue and conversation on topics being learned.

Professional development provided at Ararat Charter School may take many forms:

- Conference attendance
- Inquiry groups
- Analyzing student work and achievement data
- University courses
- Site visits to exemplary programs
- Online or video sessions
- Peer coaching and mentoring
- Writing for professional journals
- Professional portfolios
- Teacher resource centers
- Professional libraries

Teachers will be encouraged to further their understanding of new concepts by teaching them to others. Upon returning from or completing valuable professional development activities, teachers will be expected to lead staff meetings, dialogue groups, or other activities in order to share their knowledge and thus raise the expertise of the entire staff. Recommendations and research that support ongoing, focused professional development include:

“Establish professional development that includes mentoring and coaching and continually improves educators’ knowledge about students’ development, subject matter, and research-based instructional strategies”

“Provide Mentors and Coaching to Improve Professional Skills”

California Department of Education: Elementary Grades Task Force Report Elementary Makes the Grade! 2000

To cultivate teacher professionalism and collaboration, Ararat Charter School will provide the following opportunities:

- Teachers will be given release days for grade level curriculum development.
- Every teacher at the school will be allotted two substitute days for conference attendance each year.
- Teacher dialogue groups will give teachers 45 minutes of release time each week to meet in grade level teams for collaborative evaluation of student work and lesson planning.
- Faculty and grade level meetings will be structured in such a way as to provide teachers with time to meet in inquiry groups, such as, small groups of teachers who meet to read and discuss books, articles, and emerging research in their areas of interest.
- Teachers will also be provided with the opportunity to serve as demonstration teachers to their colleagues.

“Research shows that the single most important determinant of what students learn is the expertise of the teacher.”

Linda Darling Hammond
Doing What Matters Most: Investing in Quality of Teaching

Professional Development Implementation Plan

The Ararat Charter School Staff Development plan will be developed based on needs assessment with respect to student achievement data and instructional needs of the school and expertise of teachers. Dr. Berjouhi Koukeyan, Chief Petitioner and former Superintendent of Schools and Assistant Superintendent of Educational Services, will oversee the development and implementation of the plan.

The summer staff development days will be on noncontract days as reflected in our academic calendar. Teachers will be paid a stipend to attend the summer and Saturday staff development programs. These costs are reflected in the operational budget and grants that we have received thus far.

By the end of the first year of implementation, Ararat Charter School will assess its staff development needs for the subsequent years of implementation.

Year 1 Implementation Schedule

Subject Area	Description	Time/Provider
Open Court	<ul style="list-style-type: none"> • 40 hours of Initial Training • On-going Follow Up 	Summer 2010/ LAUSD Fall and Spring, 10-11
Singapore Math	<ul style="list-style-type: none"> • 15 hrs. Initial • 10 hrs. of Follow Up 	Summer 2010, Spring 2011 Consultant, Dr. Yoram Sagher
Science/FOSS	<ul style="list-style-type: none"> • 10 hrs. Initial • 5 hrs. of Follow Up 	Summer 2010 Spring 2011 (1/2 Saturdays) FOSS Consultant
Constructivism Overview	<ul style="list-style-type: none"> • 5 hrs. Initial • 5 hrs. Follow Up 	Fall 2010 St. Dev. Day Spring St. Dev. Day, April 25 Cal State Univ., L.A., Charter College of Ed.
Data Analysis and Planning for Instruction	<ul style="list-style-type: none"> • Job-Embedded 	Released time quarterly; weekly common conference periods; weekly grade level meetings, and monthly faculty meetings
Planning	<ul style="list-style-type: none"> • Needs Assessment for 2011 – 2012 school year 	June 15– 16 Administration and Teachers

Teachers will be paid a stipend for summer and Saturday Staff Development Days, and the cost is reflected in the budget.

II. MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.”

-California Education Code Section 47605 (b) (5) (B)

A. SPECIFIC SKILLS AND MEASURABLE OUTCOMES:

Ararat Charter School will have a comprehensive standards based assessment program. Student achievement will be assessed using the following types of assessments: 1) Formative assessments; 2) Ararat Charter School standards based benchmark assessments; and 3) STAR. These assessments will be based on a five point Academic Performance Index (APL): *exceed, meet, approaching, basic and far below basic (See element 3 for details)*.

Based on these aggregate of multiple measures, we will use the summative assessment data to codify the level of mastery of students in the four subject areas: Language Arts, math, science and social studies. The data will also be used to make instructional decisions, allocate resources and plan for acceleration and interventions.

Listed below is an overview of the standards that would be covered by the completion of 2nd and 5th grade levels that reflect Ararat Charter School’s educational objectives with objective means of measuring the student outcomes.

Listed in Element 3 is the description and frequency of the Formative and Summative Assessments.

English/Language Arts

Exit Outcomes:

At least 85% of K-2 and 3-5 cohort groups of students will meet grade level California Language Arts Content Standards (see measurable outcome table).

Prior to completion of Grade 2 students will:

- Read and comprehend both fiction and nonfiction appropriately designed for grade level
- Accurately decode orthographically regular, multi-syllable words and nonsense words
- Use knowledge of print-sound mapping to sound out unknown words
- Accurately read many irregularly spelled words and know spelling patterns such as diphthongs, special vowel spellings, and common words endings
- Read aloud with fluency and comprehension any text that is appropriately designed for their level
- Read voluntarily for interest and own purposes through the use of higher order thinking questioning (e.g., how, why, and “what if” questions)
- Interpret information from diagrams, charts, and graphs.
- Recall facts and details of texts

- Read nonfiction materials for answers to specific questions or for specific purposes
- Discuss similarities in characters and events across stories
- Connect and compare information across nonfiction selections
- Make reasonable judgments about what to include in written products; will productively discuss ways to clarify and refine own writing and that of others; and with assistance, add use of conferencing, revision, and editing processes to clarify and refine own writing to the steps of the expected parts of the writing process
- Given organizational help, students will write informative, well-structured reports, and produce a variety of compositions (e.g., stories, reports, correspondence)

Upon completion of Grade 5, students will:

- Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression
- Use word origins to determine the meaning of unknown words, know abstract derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words
- Understand how text features make information accessible and usable (format, graphing, sequence, diagrams, illustrations, charts and maps)
- Analyze text that is organized in sequential or chronological order
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge
- Distinguish facts and support inferences and opinions in text, as well as identify and analyze the characteristics of different types of text (poetry, drama, fiction, nonfiction)
- Identify the main problem or conflict of the plot, explain how it is resolved, contrast the actions, motives, and appearances of characters in a work of fiction, and discuss the importance of the contrasts to the plot or theme
- Create multiple-paragraph narrative compositions, multiple-paragraph expository compositions and write responses to literature and persuasive letter compositions
- Create simple documents by using electronic media and employing organizational features
- Edit and revise manuscripts to improve the meaning and focus of writing, and use standards for written and oral English language conventions
- Deliver focused coherent presentations that convey ideas clearly and relate to the backgrounds and interests of the audience
- Ask questions or draw conclusions based on an oral report, present oral presentations, clarify ideas, and engage the audience
- Identify and analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmissions of culture

- Use speaking strategies to deliver narrative presentations, deliver informative presentations about an important idea, issue, or event, and deliver oral responses to literature

MEASURABLE OBJECTIVES, Language arts

MEASURABLE OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE
Ararat Charter School students will demonstrate mastery on grade appropriate standards in the area of Language Arts.	*By the end of the 2 nd and 5 th grades 85% of cohort groups of K-2 and 3-5 students will <i>meet or exceed</i> grade level standards in reading.	* Ararat Charter School benchmark assessments in reading comprehension in trimesters 1, 2 and 3. * Ararat Charter School on-going formative assessments and standards based report cards trimesters 1, 2 and 3.
Ararat Charter School students will demonstrate increase in academic performance levels in reading.	* By the end of 2 nd and 5 th grades at least 85% of K-2 and 3-5 cohort groups will show one performance level increase in reading.	* Ararat Charter School benchmark assessments in reading comprehension trimesters 1, 2 and 3.
Ararat Charter School students will show mastery in English writing conventions and craft in different genres.	* At least 85% of K-2 and 3-5 cohort groups of students will meet or exceed Ararat Charter School performance levels.	Writing genre standards based rubrics, trimesters 1,2 and 3.
Ararat Charter School students will demonstrate mastery in reading and writing grade level appropriate standards.	At least 85% of K-2 and 3-5 cohort groups of students will meet or exceed the average performance levels in Language Arts as compared with schools with similar demographics in LAUSD.	* Aggregate of multiple measures: CST , CLAD, Aprenda Test, Ararat Charter School benchmark assessments and LAUSD charter school benchmarks.

Mathematics

Exit Outcomes:

At least 85% of K-2 and 3-5 cohort groups of students will meet grade level California Mathematics Content Standards (see measurable outcome table).

By the end of Second Grade, students will:

- Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000
- Numbers up to 100 (First Grade)
- Numbers up to 30 (Kindergarten)
- Estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers
- One and two-digit numbers (First Grade)
- Model and solve simple problems involving multiplication and division
- Addition and subtraction (First Grade)
- Addition and subtraction with concrete objects (Kindergarten)

- Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places
- Model, represent, and interpret number relationships to create and solve problems involving addition and subtraction (First and Second Grade)
- Understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured
- Use non-standard units (Kindergarten and First Grade)
- Identify and describe the attributes of common figures in the plane and of common objects in space.
- Identify and describe the attributes of common figures in the plane (Kindergarten and First Grade)
- Collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations
- Demonstrate an understanding of patterns and how patterns grow and describe them in general ways (Kindergarten, First, and Second Grade)
- Make decisions about how to set up a problem (Kindergarten, First, and Second Grade)
- Solve problems and justify their reasoning (Kindergarten, First, and Second Grade)

By the end of Fifth Grade, students will:

- Use a variety of strategies for estimating and computing with very large and very small numbers
- Use a variety of strategies that incorporate decomposing numbers and our place value system for estimating and computing with multi-digit numbers (fourth grade)
- Use a variety of strategies that incorporate decomposing numbers and our place value system for estimating and computing sums and differences involving multi-digit numbers up to 10,000 (third grade)
- Understand the relationship between decimals, fractions, and percents and perform computations involving all three representations of rational numbers
- Use various models for interpreting fractions and computing sums and differences (fourth grade)
- Use physical models to estimate and compute sums and differences with common fractions (third grade)
- Represent the decimal fractions equivalent to common unit fractions (third grade)
- Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results
- Solve simple expressions and equations with unknowns by substitution (fourth grade)
- Understand and compute the volumes and areas of simple objects
- Understand and compute the area and perimeter of plane shapes (fourth grade)

- Use physical models and manipulatives to calculate the area and perimeter of plane shapes (third grade)
- Identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures (third, fourth, and fifth grade)
- Display, analyze, compare, and interpret different data sets, including data sets of different sizes
- Generate survey questions and collect, organize, and display the data using line plots, bar graphs, and tables
- Make decisions about how to approach problem
- Use strategies, skills, and concepts in finding solutions
- Move beyond a particular problem by generalizing to other situations

MEASURABLE OBJECTIVES, Mathematics

MEASURABLE OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE
Ararat Charter School students will demonstrate mastery on grade appropriate standards in the understanding and application of mathematical computation, problem solving and concepts.	*By the end of each grade, at least 85% of students will <i>meet or exceed</i> grade level standards in mathematics.	* Ararat Charter School standards based benchmark assessments, trimesters 1, 2 and 3 * Ararat Charter School on-going formative assessments and standards based report cards trimesters 1, 2 and 3
Ararat Charter School students will demonstrate increase in academic performance levels in math skills and standards.	* By the end of each grade, at least 85% of students will show one performance level increase in math grade level standards	* Ararat Charter School benchmark assessments, trimesters 1, 2 and 3
Ararat Charter School students will demonstrate mastery in mathematics grade level appropriate standards.	At least 85% of K-2 and 3-5 cohort groups of students will meet or exceed the average performance levels in mathematics as compared with schools with similar demographics in LAUSD	* Aggregate of multiple measures: CST , Ararat Charter School benchmark assessments and LAUSD charter school benchmarks

History-Social Science

Exit Outcomes:

By the end of each grade at least 90% of the students will meet the social studies standards.

By the end of grade two students will:

- Understand how people lived and worked long ago
- Recognize national and state symbols and icons
- Understand the characteristics of people, places, and environments
- Describe physical and/or human characteristics of places
- Understand the significance of holidays
- Understand basic economic concepts

- Differentiate between historical and modern-day events
- Develop map skills
- Know the rules which guide our actions, and how people make a difference in society
- Understand the impact of the actions of individuals in history

By the end of grade five students will:

- Understand physical and cultural geography and the use of geographical terms and tools (maps, graphs, charts, etc.)
- Describe and understand Native American history
- Understand a sequence of historical events
- Understand the rules and laws of local and national government
- Demonstrate an understanding of basic economics
- Understand the history and development of the state of California and how its statehood impacted the Union
- Describe and comprehend early exploration
- Describe and comprehend Colonial America and the impact it had on the development of the nation
- Explain the causes and consequences of the American Revolution
- Describe the people and events associated with the U.S. Constitution and the American Republic
- Describe the effects of colonization, immigration, and settlement on the development of the country
- Know the location of the fifty states and their capitals

MEASURABLE OBJECTIVES, Social Studies

MEASURABLE OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE
Ararat Charter School students will demonstrate mastery on grade appropriate standards and skills in social studies	*By the end of each grade, at least 90% of students will <i>meet or exceed</i> grade level standards in social studies.	* Ararat Charter School standards based benchmark assessments, trimesters 1, 2 and 3 * Ararat Charter School on-going formative assessments and standards based report cards trimesters 1, 2 and 3
Ararat Charter School students will demonstrate increase in academic performance levels in social studies skills and standards.	* By the end of each grade, at least 90% of students will show one performance level increase in social studies grade level standards	* Ararat Charter School benchmark assessments, trimesters 1, 2 and 3
Ararat Charter School students will demonstrate understanding of newly acquired knowledge in social science skills and standards by applying them in interdisciplinary projects and exhibits.	100% of the students will complete yearly interdisciplinary projects/exhibits that demonstrate integration of concepts across the curricular areas.	Ararat Charter School developed project/exhibit five point rubric

Science

Exit Outcomes:

By the end of each grade at least 90% of the students will meet the science standards.

By the end of grade two students will:

- Make careful and detailed observations about objects and phenomena under investigation
- Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.
- Compare and sort common objects by their physical attributes and interactions with other objects or phenomena
- Record and be able to communicate observations orally and through pictures, numbers, bar graphs or written statements.
- Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.
- Make predictions based on observed patterns and not random guessing.
- Use tools such as hand lenses to aid detailed observations and descriptions of physical attributes and phenomena under

By the end of grade five 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.
- 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 Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
- 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.
- Formulate and justify predictions based on cause-and-effect relationships.
- Collect and use numerical data in making observations, describing and comparing objects, events, and measurements.
- 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.
- Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.
- Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
- Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

MEASURABLE OBJECTIVES, Science

MEASURABLE OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE
Ararat Charter School students will demonstrate mastery on grade appropriate standards and skills in science.	<p>*By the end of each grade, at least 90% of students will <i>meet or exceed</i> grade level standards in science.</p> <p>* By the end of 5th grade, at least 85% of cohort group of 3-5 students will meet grade level science standards.</p>	<p>* Ararat Charter School standards based benchmark assessments, trimesters 1, 2 and 3</p> <p>* Ararat Charter School on-going formative assessments and standards based report cards trimesters 1, 2 and 3</p> <ul style="list-style-type: none"> • CST/Grade 5 benchmarks • * Ararat Charter School standards based benchmarks
Ararat Charter School students will demonstrate increase in academic performance levels in science skills and standards.	* By the end of each grade, at least 90% of students will show one performance level increase in science grade level standards	* Ararat Charter School benchmark assessments, trimesters 1, 2 and 3
Ararat Charter School students will demonstrate understanding of newly acquired knowledge in science skills and standards by applying them in interdisciplinary projects and exhibits...	100% of the students will complete yearly interdisciplinary projects/exhibits that demonstrate integration of concepts across the curricular areas.	Ararat Charter School developed project/exhibit five point rubric

English Language Learners

Exit Outcomes:

ELL students will advance in the English Language Development Standards

Our expectation is for students to progress through the levels of proficiency and re-designate at Fully English Proficient (RFEP) before they graduate to middle school. For students that come to us beyond the primary grades and with little or no English ability, our goal is to give them a solid foundation in English Language Development and prepare them for content area instruction.

By the end of ELD Level Two:

We recognize that students in the early stages of Language acquisition (ELD 1 and 2) benefit from a structured and systematic approach of instruction. The focus at this level will be on language learning and acquiring BICS as a primary outcome and content knowledge as a secondary outcome. Students will advance one ELD level or more per year based on the overall Annual CELDT and/or teacher judgment based on the ELD Assessment Portfolio. By the end of ELD 2 students will be able to:

Listening and Speaking: Strategies and Applications

- Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).

- Orally communicate basic needs (e.g., “May I get a drink”).
- Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.
- Ask and answer questions using phrases or simple sentences.
- Recite familiar rhymes, songs, and simple stories.

Writing: Strategies and Applications

- Write simple sentences about events or characters from familiar stories read by the teacher.
- Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months [e.g., “Today is Tuesday”]).
- Write on to two simple sentences (e.g., “I went to the park”).

Writing: Conventions

- Use capital letters to begin sentences and proper nouns.
- Use a period or question mark at the end of a sentence.
- Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.

Reading: Word Analysis

- Name the initial consonant for simple English words presented orally
- Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels.
- Recognize English phonemes that do not correspond to sounds students already hear and produce (e.g., “a” in “cat” and final consonants) presented in context.

Reading: Fluency and Systematic Vocabulary development

- Read simple vocabulary, phrases and sentences independently.
- Read aloud an increasing number of English works.
- Match words with pictures. Match all consonant and short-vowel sounds to appropriate letters.
- Identify if two spoken words are the same or different.
- Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.

Reading: comprehension

- Use the content of a story to draw logical inferences
- Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.

- Draw and label pictures related to a story topic or own experience.
- Understand and follow simple two-step directions of classroom or work-related activities.
- Orally identify the basic sequence of text read to them using key words or phrases.

Reading: Literary Response and Analysis

- Orally respond to stories by answering factual comprehension questions, using simple sentences.
- Orally identify setting and characters using simple sentences and vocabulary.
- Recite simple poems

By the end of ELD Level Five:

For our English Language learners at ELD level's 3-5 the focus will be on increasing content area vocabulary and knowledge as a primary outcome and language learning as a secondary outcome. Students will advance one ELD level or more per year based on the overall Annual CELDT and/or teacher judgment based on the ELD Assessment Portfolio and/or California Standards Test for English Language Arts until re-designation. For re-designation, students will be able to:

Listening and Speaking: Strategies and Applications

- Listen attentively to stories and subject area topics, and identify the main points and supporting details.
- Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "It's pouring outside").
- Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing.
- Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.
- Identify the main ideas, points of view, and fact/fiction in broadcast and print media.
- Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.

Writing: Strategies and Applications

- Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).
- Write a persuasive composition using standard grammatical forms.
- Write narratives that describe the setting, character, objects, and events.
- Write multi-paragraph narrative and expository compositions using standard grammatical forms.
- Independently use all of the steps of the writing process.

Writing: Conventions

- Use complete sentences and correct work order.
- Use correct parts of speech, including correct subject/verb agreement.
- Edit writing for punctuation, capitalization, and spelling.
- Produce writing that demonstrates a command of the conventions of standard English.

Reading: Word Analysis

- Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and text in content areas.

Reading: Fluency and Systematic Vocabulary development

- Apply knowledge of common roots and affixes when attached to known vocabulary.
- Recognizes that words sometimes have multiple meanings and apply this knowledge consistently.
- Apply knowledge of academic and social vocabulary to achieve independent reading.
- Use standard dictionary to determine meaning of unknown words.
- Read narrative and expository text aloud with appropriate pacing, intonation, and expression.

Reading: Comprehension

- Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.
- Describe main ideas and supporting details, including supporting evidence.
- Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate and draw information from text.
- Identify significant structural (organizational) patterns, in text, such as compare/contrast, sequence/chronological order, and cause/effect.
- Distinguish between fact/opinion, inference, and cause/effect in text.

Reading: Literary Response and Analysis

- Describe the major characteristics of poetry, drama, fiction and nonfiction.
- Identify and evaluate the author's use of various techniques to influence readers' perspectives.
- Recognize and describe themes stated directly or implied in literary texts.
- Compare and contrast the motives of characters in a work of fiction.

Technology**Exit Outcomes:**

Students will have opportunities to demonstrate work based on International Society for Technology in Education's National Educational Technology Standards for Students (NETS*S)

Prior to completion of Grade 2 students will have opportunities to demonstrate:

- Use input devices and output devices to successfully operate computers, VCRs, audiotapes, and other technologies
- Use a variety of media and technology resources for directed and independent learning activities
- Communicate about technology using developmentally appropriate and accurate terminology
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning
- Practice responsible use of technology systems and software
- Create developmentally appropriate multimedia products with support
- Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories
- Gather information and communicate with others using telecommunications

Prior to completion of Grade 5 students will have opportunities to demonstrate:

- Use keyboards and other common input and output devices efficiently and effectively
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide
- Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use
- Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum
- Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities
- Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests
- Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom
- Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities
- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

Visual & Performing Arts

Exit Outcomes:

100% of the students will participate in grade level Visual & Performing Arts instruction in the following areas:

Artistic Perception

- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relationships, Applications

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
- Historical and Cultural Context
- Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
- Aesthetic Valuing
- Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
- Connections, Relationships, and Applications
- Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Assessment for Foreign Language:

Student progress in the Armenian and Spanish languages will be based on the criteria described in the Foreign Language Framework for California Schools. Student achievement will be assessed using the following types of assessments; 1) Formative assessments, such as, curriculum specific chapter and unit tests and 2) ACS benchmark assessments. Student progress will be assessed on the following five (5) point rubric, *exceed, meet, approaching, below and far below standards*. The benchmark assessments will be administered quarterly.

The types of assessments will include: 1) Entry level as a basis to provide instruction at the appropriate level and 2) Progress monitoring to measure progress towards established goals. Assessment will take the following forms:

- Performance based, such as, oral language competency interviews between teacher and student
- Writing competency with students responding to prompts created on the basis of the context, text types, functions and content for Levels I and II per the Framework.
- Vocabulary development and reading comprehension

Exit Outcomes:

At least 85% of K-2 cohort groups of students will meet Level I standards in oral language, reading comprehension and writing competency as described in the Foreign Language Framework.

Prior to the completion of grade 2, students will at a minimum:

- Produce formulaic language, such as, memorized words, phrases and sentences used in daily life and predictable settings,
- Show oral language competency in natural conversational settings related to self,
- Comprehend overall meaning of a story, identifying the main idea.

At least 85% of grade 5 cohort groups of students will meet Level II standards in oral language, reading comprehension and writing competency.

Prior to the completion of grade 5, students will at a minimum:

- Comprehend and produce created language, such as, sentences and string of sentences, and a short paragraph
- Show oral language competency in natural conversational settings related to self and the immediate environments ,
- Comprehend the overall meaning of a story, key ideas, and some supporting details in text related to self and immediate environments

Physical Education

Exit Outcomes:

100% of the students will receive a minimum of 100 minutes per week instruction in grade level specific Physical Education.

Physical Fitness Test Outcomes by Grade 5:

To complete the *Fitnessgram*, students are required to test in the following:

- One of the options from aerobic capacity
- One of the options from body composition
- The curl-up test
- The trunk lift test
- One of the options from upper body strength
- One of the options from flexibility

Civic Responsibility/Character Education:

1. 100% of the students will have the chance to participate in grade level appropriate activities selected from the school-wide, classroom and individual/group activities described in *Element 1*.
2. Student participation will be measured by teacher prepared rubrics on the following benchmarks: *Exceed, meet and does not meet*.
3. It is expected that 100% of the students will meet or exceed the benchmarks as measured by student portfolios, exhibits, performances and displays.

B. Academic Performance Index:

As described in table 1 of the demographic data in Element 1, the targeted schools in the North Hollywood area support the need for a more rigorous standards based curriculum. The four targeted schools in different zip code areas have API's in the 700 range. The state wide rankings ranging from 3-6 have been constant for three years.

The goal of Ararat Charter School is to achieve an API score of 800 and above within five years of implementation. The average API of the four schools listed in table 1 with API scores of 702, 740, 762 and 719 is 730. We project that the year 1 API for Ararat Charter School will be 730 and with a growth target of a minimum of 20 points per year, we will achieve our goal of a minimum of 800 API within 5 years of implementation: Year 1: 730, Year 2:750, Year 3:770, Year 4:790 and Year 5: 810.

C. Adequate Yearly Progress:

Ararat Charter School will meet or exceed the AYP targets as per NCLB (see also Element 3, page 130).

D. California Standards Test Targets:

Refer to the Measurable Objectives tables listed under Item A for Language Arts, math and Science. Also refer to Element 3, page 130.

E. Additional School Level Measurable Student Outcomes:

Refer to item A of Element 2, page 121, Assessment for Foreign Language, for a full description of this process.

F. Benchmarks to be Met

The achievement of Ararat Charter School will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:

I. Comparison Schools

In gauging the success of the Ararat Charter School during the renewal term, a group of comparison district schools will be selected that meet the following criteria. The District will identify the comparison schools and will inform the charter of the names of the schools and the specific data used to identify them.

The analysis of Ararat Charter School's academic performance will include a comparison of the academic achievement of Ararat Charter School's students to the academic achievement of two sets of comparison District schools:

1. The residence schools the Ararat Charter School students would have otherwise attended ("Resident Schools"); and
2. District schools of similar demographic characteristics ("Demographically Similar Schools").

Comparison Resident Schools

"Resident Schools" will be selected by using the Ararat Charter School students' home addresses to identify the District schools they otherwise would have attended. The District schools most

represented at Ararat Charter School will be chosen as comparison “resident schools.”

Demographically Similar Schools will be selected by using a modified version of the formula utilized by the state for creating its similar schools list.

II. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether the school has been an academic success in its renewal period. The growth of Ararat Charter School will be measured annually against the growth of the comparison schools. At the time of renewal, if Ararat Charter School has met all of the following benchmarks either in the previous year or in two of the previous three years, Ararat Charter School will be considered an academic success:

1. Ararat Charter School’s “value added” for English Language Arts is greater than the median value added for the comparison schools (prepared annually by PERB.)
2. Ararat Charter School’s “value added” for Math is greater than the median value added for the comparison schools. (Prepared annually by PERB)
3. Ararat Charter School’s API growth is 1.25 times the median growth of the comparison schools.
4. Ararat Charter School’s API growth for all subgroups is 1.25 times the median growth of the comparison schools.
5. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
6. The decrease in percentage points of students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
7. The increase in percentage points of students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
8. The increase in percentage points of students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
9. The increase in percentage points of students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

III. Other Measures

If Ararat Charter School fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. Ararat Charter School’s API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of Ararat Charter School students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of Ararat Charter School students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of Ararat Charter School students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of Ararat Charter School students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.

6. The percentage of Ararat Charter School ELL students redesignated to English proficiency is greater than the median for comparison schools.
7. Ararat Charter School has met its AYP goals and is not in Program Improvement

IV. Annual Self-Study

Applying the measures in II and III above, Ararat Charter School will submit to the LAUSD Charter Schools Division an annual progress report. The district will identify the comparison schools, provide the names and specific data by which they were selected. LAUSD PERB will prepare annual report on “value added” benchmark. The Charter Schools Division will review the progress report and provide comments to Ararat Charter School within 60 days.

V. Board Discretion

At the time of renewal, the Charter Schools Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether Ararat Charter School will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

III. METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

- California Education Code Section 47605 (b) (5) (C)

A. UNDERLYING BELIEFS REGARDING STUDENT ASSESSMENT:

At Ararat Charter School, we believe that assessment of student progress is an essential tool for teacher growth and school-wide improvement. We envision a system of assessment that will bring teachers together to talk about teaching, help teachers learn to teach better, and provide students the opportunity to monitor their growth. At Ararat Charter School, consistent student assessment – **both formal and informal** – will be emphasized for monitoring student success and meeting content and performance standards. Using a combination of assessment tools, data will be collected and analyzed codifying student progress in all core academic areas.

In order to support our standards based instructional programs and meet our identified student outcomes, assessment measures will take various forms: 1) Formative assessments in the form of teacher developed or selected metrics; 2) Ararat Charter School benchmark program assessments; and 3) State Standardized testing (STAR).

B. FORMATIVE AND SUMMATIVE ASSESSMENTS:

Ongoing, periodic assessment is an integral part of the teaching/learning process. Formative assessment of student progress will take place at the end of units of study, after individual lessons, and periodically when students have had opportunities to internalize new concepts. *These could come in the form of writing rubrics, timed skills tests, anecdotal records, unit pre-and post- tests, journals and portfolios.*

Performance Assignments

Performance Assignments are more open-ended and informative than multiple-choice exams. Performance assignments give the teacher the opportunity to see if students truly understand important concepts and can apply them to actual work. We will develop performance assignments to be administered school-wide, within grade-levels, and in individual classrooms. The following are instructional elements of our charter that will utilize performance assessments: FOSS, Writing, History-Social Science, Technology, Visual and Performing Arts.

Student Portfolios

Portfolios allow students, parents and teachers to see each student’s growth over time. Work collected in the portfolios will show growth towards the content standards. The following are instructional elements of our charter that can be better demonstrated through a portfolio: ELD, FOSS, Writing, History-Social Science, Technology, Visual and Performing Arts.

Grading Policy

Teachers will measure student achievement by utilizing mutually agreed upon benchmarks for Academic Performance Levels (APL), based on a five point rubric. Standards based report cards issued at each trimester will measure student progress towards grade level standards in the core

content areas. Student progress in social and emotional development will be addressed in the Skills to Success of the report card.

Listed below are the Formative and Summative Assessment tools for the four content areas.

Language Arts:

The assessments that will be used to monitor progress toward standard attainment in language arts include:

- OCR pre, mid year, and post assessments
- OCR weekly lesson assessments
- OCR unit assessments and unit writing and fluency assessments
- Diagnostic reading assessments, as needed
- Evidence of student learning, such as student products /projects

Math:

The assessments that will be used to monitor progress toward standard attainment in math include:

- Benchmarks/diagnostic
 . Tasks/Lessons
- End of unit assessments A and B
- Cumulative Review Tests A and B

Science:

We will utilize the district-adopted Full Option Science System (FOSS) which will include:

- Benchmark assessments/diagnostic
- Embedded Assessments (Formative)
- End of module assessments (Summative-Performance and written items)
- Evidence of student learning, such as student products

Social Studies:

- Chapter and Unit tests
- Cumulative Review Tests
- ARARAT CHARTER SCHOOL summative assessment
- Evidence of learning such as student products and projects

Description and Schedule of Assessments Language Arts, Math, Science, and Social Studies

Assessment	Frequency	Administered & Rated By	Measures
SUMMATIVE			
California Standards Test – ELA, Mathematic, etc.	Annual, Spring	CDE	Student academic performance – criterion referenced to state standards
CAT6 – ELA, Mathematics, etc.	Annual, Spring	CDE	Student academic performance – norm referenced to national comparison group
School-wide and Subgroup Performance on STAR Tests	Annual, Spring	CDE	Overall and subgroup student progress in core subject matter based on Annual Performance Improvement (API) and Average Yearly Performance (AYP) Benchmarks
Curriculum Aligned Assessments:			
• Open Court Reading	Trimesters 1, 2, & 3	Teachers	Year End reading performance
• Writing Genre By Grade Level	Trimesters 1, 2, & 3	Teachers	Ararat Charter School, Year End Writing Performance
• Singapore Math/ Ararat Charter School Assessment	Trimesters 1, 2, & 3	Teachers	Ararat Charter School Year End math performance
• FOSS Science	Trimester 1, 2, & 3	Teachers	End of Module Ararat Charter School Summative
• Social Studies	Trimester 1, 2, & 3	Teachers	End of Units Tests Cumulative Review Tests Ararat Charter School Summative
• Student Presentations & Projects	Multiple	Teachers, Parents, Students	Presentations that demonstrate student performance across multiple domains
FORMATIVE			
Singapore Math	Benchmarks throughout Year and Year-end	Teachers	Ongoing math performance
Teacher Generated Assessments	Baseline, throughout	Teachers	Student performance across all subject areas
Teacher/staff Observation	Throughout Year and Year End	Teachers & Other Staff	Student behavior, social skills, character development
Character Education Assessments – Teacher Survey	Retrospective Assessment	Teachers	Student Increase in Developmental Assets
Open Court Reading	Pre-	Teachers	Baseline Reading
	Mid-year		Mid-year reading performance
	Weekly Lesson		Short term progress on specific learning objectives
	Unit		Intermediate term progress
Grades	Trimesters 1, 2, & 3	Teachers	Academic and behavioral progress

C. ARARAT CHARTER SCHOOL BENCHMARK PROGRAM ASSESSMENTS:

This internal assessment will include the Ararat Charter School standards based summative benchmark assessments. The Ararat Charter School benchmark, also referred to as Multiple Measure Assessments (MMA), will measure student progress each trimester using Criterion Referenced Tests (CRT) in reading comprehension, mathematics, science and social studies. These assessments will be administered at mid-trimester and end of trimester.

In the area of writing, students in grades 1-5 will be assessed on the basis of the genre identified in the California framework for Language Arts (See Element 1, D2, English Language Arts). Student writing will be assessed on a five point rubric, which is aligned with state standards. Teams of teachers will meet together to analyze student work to evaluate student progress towards meeting the standards.

All benchmark assessments will be aligned with the standards based assessment tools provided with the adopted programs in Language Arts, math, science and social studies.

The assessment results will be reported in five performance levels: *exceed, meet, approaching, basic, below basic and far below basic*. At the end of each trimester, teachers will analyze the results of this summative assessment. For students scoring below “meeting standards”, teachers will prepare individual student profiles, identify individual student needs and provide appropriate interventions. The programs may include participating in the Voyager Passport program as part of differentiated instruction, and after school and summer school programs.

All teachers will consistently analyze standards based curriculum-embedded data at monthly grade level meetings and staff development sessions. Released time will also be provided on as needed basis. The staff will then decide on curriculum calibration (*how well the materials reflect the standards*), and make instructional decisions. Teachers will collaborate and design effective small group and differentiated instruction focused on specific strategies.

D. STATE STANDARDIZED TESTING:

Ararat Charter School will conduct all required statewide standards and pupil assessments. The following annual assessments will measure our students’ progress in meeting the California Content Standards.

Test	Times	Grades
Annual CELDT	Fall	1-5
Initial CELDT	Ongoing	K-5
CA Physical Fitness Test	Spring	5
CA Writing Test	Spring	4
Aprenda 3	Spring	2-5
CAPA (if applicable)	Spring	1-5
CST	Spring	2-5
CAT/6	Spring	1,3

If Ararat Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, Ararat Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as Ararat Charter School .

ARARAT CHARTER SCHOOL LOCAL AND STATE ACCOUNTABILITY MATRIX

Measurable Pupil Outcomes	Local Benchmark Instruments	State-level Year-End Assessments
At least 85% of students will meet grade level content standards	Ararat Charter School benchmark assessments, Student progress records, portfolios, locally developed/adopted content and skill assessment instruments	Current state accountability measures: for example, STAR: CAT6, CST, writing assessments
At least 85% of students will show at least one APL or skill level's worth of progress each academic year, as evidenced by multiple local and state assessments.	IRI, Writing Inventories, Ararat Charter School benchmark assessments, Individual Learning Plans	Current state accountability measures: for example, STAR: CST, CAT6, writing assessments
Meet or exceed the API targets required by the CDE and LAUSD with demographically similar student population.	Annual API growth of a minimum of 20 points per year.	Current state accountability measures: for example, STAR: CST, CAT6, writing assessments
*Meet or exceed AYP targets as per NCLB	N/A	STAR

E. COLLECTING AND ANALYZING DATA:

Collecting and analyzing data will be curriculum and assessment embedded and integral part of instruction. This process will be ongoing throughout the year in the following three Tiers:

Tier One/Ongoing:

Ararat Charter School benchmark assessment data in reading, writing genre, math, science and social studies will be administered at mid-trimester and end of each trimester. At monthly grade level meetings teachers will analyze the data and students who score “basic and below” levels will receive interventions.

Standards based report cards issued at the end of each trimester will report student achievement levels in three areas: 1) *overall academic level*; and 2) *outcome on the Ararat Charter School Benchmark assessments*; 3) *Intervention programs*.

In addition to the regularly scheduled parent conferences, teachers will meet with individual parents based on student needs.

Tier Two/Year End Summative:

At the end of each year, Ararat Charter School will use the compensatory modal to analyze the data gathered from the standards based report cards, the Ararat Charter School benchmark program assessments and STAR. The purpose of this analysis is to determine to what extent the students are meeting grade level standards. The data will be disaggregated by ethnicity, gender, and language proficiency levels, Special Education, GATE and Title I.

Subsequently, using the Content Cluster analysis reports of the CST, teachers will then determine the grade level and individual student needs. Based on the standards content cluster analysis and the benchmark assessments, the teachers will develop class and individual student goals. They will then develop a plan to indicate how each teacher will meet these goals. Each year, during Parent Conferences, the teachers will share with the parents the individual student goals and plans for success.

Tier 3/Year End Longitudinal Studies:

In addition to the annual analysis of the data, Ararat Charter School will have the capability of conducting longitudinal study, utilizing STAR and Ararat Charter School benchmark assessments. It is our goal that 90% of the cohort group of students who attend Ararat Charter School from grades 1-5 will meet State and Ararat Charter School standards. We will also use the information gleaned from disaggregated and historical data to make determinations about our instructional program.

F. ASSESSMENT DATA TO INFORM INSTRUCTION:

The results of the assessment tools described above will be made explicit to the Board in open session. Under the leadership of the principal, teachers will use the data to develop annual goals for student achievement, instructional programs, and staff development needs. These goals and the plan of implementation will be shared with the Board for approval and allocation of necessary resources.

The principal is ultimately responsible for meeting target goals, and will be held accountable by the Governing Board.

IV. GOVERNANCE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”

- California Education Code Section 47605 (b) (5) (D)

A. CHARTER SCHOOL INCORPORATION:

Ararat Charter School shall be operated by Ararat Charter School Association, Inc., a California 501 (c) (3) non-profit benefit corporation.

The Articles of Incorporation are filed with the California Secretary of State. Ararat Charter School shall be governed pursuant to its Corporate Bylaws which shall be consistent with the California Charter Schools Association and compliant with the Brown Act: Education Code Section 47604 (c). Ararat Charter School shall operate autonomously from the Los Angeles Unified School District (LAUSD) with the exception of supervisory oversight and Special Education services as required by the statute. The LAUSD shall not be liable for the debts and obligations of Ararat Charter School, operated as a California non-profit, public benefit corporation.

B. CHARTER SCHOOL BY-LAWS:

Ararat Charter School Association, Inc. is an independent, non-governmental and non-sectarian organization to serve the humanitarian needs of the public in general.

Ararat Charter School will comply with the District policy related to charter schools.

Any amendments to the Ararat Charter School Association, Inc. bylaws that affect or impact the approved charter or the charter school operations must be approved through the District’s petition amendment process.

Please find the Articles of Incorporation (**Attachment A**), and the Corporate Bylaws and Conflicts Code of Ararat Charter School (Attachment B).

C. GOVERNANCE STRUCTURE - ORGANIZATIONAL AND TECHNICAL DESIGNS:

The governance structure of Ararat Charter School shall include processes to ensure parental involvement as stated in California Education Code Section 47605 (b) (5) D). Ararat Charter School’s success will depend on broad-based community partnerships, collaboration, creativity, and most importantly a respect for the diverse cultures of our community. As Ararat Charter School opens its doors and grows in size, opportunities will be provided for parent and community participation on the Board and school committees.

The Ararat Charter School’s Governing Board, administrators, employees, and all committees of the Ararat Charter School shall comply with federal and state laws, nonprofit integrity standards and Charter School policies and regulations regarding ethics and conflict of interest of LAUSD. All meetings of the

Ararat Charter School Governing Board shall be held in accordance with the Brown Act. All approvals need an affirmative vote of the majority of the Governing Board members.

The Ararat Charter School Governing Board will create a functioning structure that supports educational goals through a vigorous process of decision-making and consensus building, in which representatives from all stakeholder groups are represented. The Ararat Charter School Governing Board shall have ultimate responsibility for the overall operation of Ararat Charter School, while the School Principal governs the day-to-day activities of the school. Board members have the responsibility to solicit input/opinions from the parents regarding issues of significance and to weigh the input/opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

Ararat Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Ararat Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Ararat Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by Ararat Charter School as long as the District has complied with all oversight responsibilities required by law.

Any amendments to the Ararat Charter School charter petition must first be approved by the Ararat Charter School Governing Board with input from school staff and parents. The Ararat Charter School Governing Board would then be responsible to submit the changed request for approval to the Charter School's Division of LAUSD. If this change is a substantive change, then the Board of Education of LAUSD will have to approve it. Once the request for change has been approved, Ararat Charter School may implement the change at the school site.

Ararat Charter School will be managed by a Governing Board in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this Charter. The Ararat Charter School Governing Board will make policy decisions for Ararat Charter School and the School's principal will act in an advisory capacity to the Governing Board. Although it is important to point out that policy decisions are made by the Ararat Charter School Governing Board, the Principal will make recommendations and the Ararat Charter School Governing Board will make the final decision.

Ararat Charter School petitioners collectively have held a variety of professional educational positions and have accumulated a great deal of educational experiences to be capable of designing curriculum and making financial decisions that will support its educational vision. The Founding Board includes: A superintendent of public schools; principals (Elementary & Secondary); two school psychologists; two university professors; an early childhood specialist/director; two national board certified teachers; teachers (retired & active); one Lawyer; two physicians; Chief of Staff of State Senator; and three businessmen/community leaders. The Board brings this background of professional experiences & dedication to ensure the success of Ararat Charter School.

The Ararat Charter School Governing Board will consist of at least five (5) and no more than nine (9) voting community representatives including one parent representative. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated

by a nonprofit public benefit corporation shall be entitled to a single representative on the Governing Board of the nonprofit public benefit corporation.

Ararat Charter School will seek additional community members with expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, government, and business and legal practices to serve on the Board.

The Founding Governing Board consists of members with the following areas of expertise:

- **Dr. Berjouhi Koukeyan – Chairperson**
Former Superintendent of Public Schools, Assistant Superintendent of Educational Services and principal, knowledgeable in school and district budget procedures
- **Ms. Hermine Mahseredjian – Co-chairperson**
Founding member and former school psychologist and professor at Cal State University, Northridge
- **Mr. Vahe Markarian - Treasurer***
Current principal/Director of LAUSD Charter School, knowledgeable in charter school budget procedures
- **Mr. Gabriel Inejikian – Co-Treasurer***
Founding member, chairperson of the Advisory Board of the Ararat Charter School and former principal
- **Ms. Aida Tatiossian – Secretary**
Current Coordinator of categorical programs
- **Rita Mahdessian – Legal advisor**
Founding member and Secretary to the Advisory Board of Ararat Charter School
- **Shake Avakian – Member**
Founding member and current school psychologist in LAUSD charter school
- **Dr. Ani Shabazian – Member**
Early Childhood Education, Institution of Higher Education
- **Dr. Sylva Karayan – Member**
Professor of Special Education
- **LAUSD Representative (TBA) – Ex Officio**

****Will exercise oversight responsibilities for the development and implementation of the budget. Will not serve as on-site Financial Manager.***

Responsibilities of the Governing Board include, but are not limited to, the following:

- Adopting, evaluating, and updating school policies consistent with the law and Ararat Charter School’s mission
- Adopting a fiscally responsible budget based on the school’s vision and goals
- Review of the recommendations from Ararat Charter School’s principal for the hiring of school personnel or independent contractors

- Monitoring the fiscal health of Ararat Charter School on a monthly basis and approving budget expenditure recommendations in excess of one thousand dollars (\$1,000)
- Approval of annual fiscal and performance audits
- Development of school calendar and the scheduling of Board meetings
- Development of Board policies and procedures
- Development and approval of the annual budget
- Review of requests for educational field trips
- Review and recommend curriculum changes as needed
- Maintaining accountability for student learning by monitoring student progress
- Ensuring that a safe and appropriate educational environment is provided to all students
- Hiring, supervising, and evaluating the Principal and if necessary, terminating
- Meeting corporate requirements
- Overseeing and approving Ararat Charter School's annual budget, fiscal affairs, and audits
- Review of quarterly financial reports
- Election of Governing Board members once every three years or as necessary.
- Assessing and determining salary increases
- Overseeing the dispute resolution and compliant procedures when necessary
- Approval of school proposed charter amendments, with material revisions to be submitted for approval by the chartering agency, pursuant of Education Code Section 47607
- Approval of personnel discipline (suspensions or dismissals) as needed
- Appointing an administrative panel, from the Governing Board, to act as a hearing body to take action on recommended student expulsions.
- Creation of Advisory Councils, sub-committees as needed including but not limited to a hiring committee, a compensation committee, and an audit committee.

The Board may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which are not in conflict with the purposes for which schools are established.

D. PROCESS FOR THE SELECTION OF THE GOVERNING BOARD:

The selection process of members of the Ararat Charter School Governing Board shall be conducted through nomination by a Nominating Committee. The Nominating Committee could include members from the Ararat Charter School Governing Board, the Advisory Board, Parents & Community representatives. The Nominating Committee will recruit and interview prospective candidates and recommend qualified candidates to the Governing Board, which will make the final selection.

The Ararat Charter School Governing Board members will serve for a term of three (3) years. At the end of third (3rd) year, for staggering purpose & by lottery, three (3) of the members' terms will end. At the end of the fourth (4th) year, a different three (3) members' terms will end & at the end of the fifth (5th) year the remaining three (3) members' terms will end. This way, at any given time six (6) of the nine (9) Governing Board members, with experience, will continue to serve on the Board. However, upon expiration of their term, the Ararat Charter School Governing Board members could be reselected to serve additional terms but not to exceed three terms.

E. FREQUENCY OF THE GOVERNING BOARD MEETINGS:

The Ararat Charter School Governing Board will meet at least once a month (in the beginning few months the Board will meet twice per month or as needed to ensure that Ararat Charter School starts on a strong footing) to review the Ararat Charter School's achievements and provide support in achieving short term and long term goals set by the Ararat Charter School. This team is responsible for sound management of Ararat Charter School's resources and is accountable for student learning goals. This oversight will ensure the success of the Ararat Charter School. All meetings will comply with the Brown Act.

F. PROCEDURES FOR POSTING MEETING NOTICES, DISTRIBUTING AGENDAS, AND RECORDING MINUTES:

All meetings will be scheduled in advance. All meeting dates, times and agendas will be posted in Ararat Charter School's office at least 72 hours prior to the meeting and 24 hours prior to a special meeting. All Board meetings will have minutes taken as required and will be kept in a binder in Ararat Charter School's main office.

In compliance with the Brown Act, some of the Ararat Charter School Board meetings will be held in closed session.

Ararat Charter School committee meetings will also be held in compliance of Brown Act requirements.

G. RESUMES AND QUESTIONNAIRE RESPONSES OF GOVERNING BOARD MEMBERS:

Please refer to **Attachment C and D.**

H. ORGANIZATIONAL CHARTS:

Please refer to **end of Element IV**

- Hierarchy of authority

I. LEADERSHIP AND SCHOOL OPERATIONS:

School-based decision-making at Ararat Charter School is designed to:

- Ensure that all decisions regarding policy and practice made at Ararat Charter School have a single focus: to achieve the learning outcomes delineated for students in the charter
- Ensure that staff members are involved in the decision-making process at Ararat Charter School
- Ensure that stakeholders (parents, community members, and all school personnel) are involved as active partners in the decision-making process
- Ensure long-term effectiveness of local school control and accountability
- Ensure that a collaborative, consensus building model is applied to all decision-making processes at Ararat Charter School.
- Ensure that Ararat Charter School principal be an integral part of the decision-making process throughout discussions on key issues on a daily basis. If consensus from the Administrative team on an issue cannot be reached, the Governing Board will have final authority.

Councils and Committees

The role of the principal in all councils and committees is to help support and maintain Ararat Charter School's vision and also be the conduit to the Ararat Charter School Governing Board for recommendations or requests. In the interest of creating a large base of input from the staff, and to ensure that grade level and program needs are met, a different representative will be selected for each of the Councils.

During the first 3 weeks of the school year new representatives will be selected for the committees by school staff or parents (as appropriate). Recognizing that the first year of teaching is a crucial one, first year teachers are not required to be family representatives or serve on committees.

Interested teachers will be nominated or nominate themselves and the teaching staff will select their representatives.

Charter Schools are not required to establish a School Site Council (Education Code 47605).

School Leadership Council

The day-to-day decisions of the Ararat Charter School will be managed by the School Principal. School Leadership Council (SLC) recommendations are strictly limited to operational issues such as: school-wide decision making that supports the vision, budget revisions/expenditures up to a thousand dollars (\$1,000), student achievement, assessment dates, instructional program review, student placement, consensus building, student traffic flows, lunch schedules, etc. This committee advises the School Principal on the aforementioned matters.

SLC teacher representatives, elected by the principal and teachers, are committed to serve for a two year period. Classified and parent representatives are elected once every two years. Classified representatives are elected by their peers and parent representatives will be elected by the parents of Ararat Charter School. The parent involvement committee representative will facilitate the elections.

SLC meetings are scheduled in advance for the entire year in an alternating week cycle (twice per month). From time to time there may be a need to change a scheduled meeting. However, any change in a meeting

schedule will take place with at least a 72 hour notice. SLC meeting agendas are always posted 72 hours in advance and the minutes of the meetings will be kept in the main office along with the agendas and sign-ins.

Our underlying belief about shared decision making is that consensus is crucial to building stakeholder buy-in. All decisions made by the SLC will be made by consensus.

The School Leadership Council includes:

- 1 principal
- 1 teacher representative from each grade level
- 1 classified representative
- 2 parent representatives

Curriculum Committee

The Curriculum Committee acts as an advisory body to the School Principal, in which their work is to make decisions about the Ararat Charter School's educational and instructional program and develop curriculum and Staff Development plans. Additionally, this committee will address the educational needs of English language learners, gifted and talented students, and students with special needs.

Curriculum Committee members, elected by the principal and teachers, are committed to serve for a two year period. Parent representatives are elected on a bi-annual basis elected by the parents of Ararat Charter School, and the parent involvement committee representative will facilitate the elections. This committee will meet on an *as needed* basis.

The Curriculum Committee includes:

- 1 principal
- 1 teacher from each grade level
- 2 teachers representing each program (ELA, Math, Science, SS, VAPA)
- 2 parent representatives

Parent Involvement Committee

The Parent Involvement Committee (PIC) acts as an advisory body to the School Principal. Parents are partners in the education of Ararat Charter School and are encouraged to actively participate in decision making processes of Ararat Charter School. The purpose of the PIC is to coordinate all parents' involvement in the parent center, on campus, as well as participation in parent training workshops. Additionally, PIC will recruit volunteers, engage parents in educational issues that affect Ararat Charter School, families, and students, and assist in the fundraising activities for the school. Every enrolled family becomes a member of this group and is encouraged to participate in meetings and activities. It will be the largest committee of Ararat Charter School. Elections will be held once every two years. PIC members will be elected by their peers.

The PIC meets once per month.

The Parent Involvement Committee includes:

- 1 principal
- All parents
- 2 teachers
- 1 classified

Professional Development Committee

The Professional Development Committee (PDC) plans and develops quality staff developments that keep teachers and staff abreast of new research, strategies, and techniques that are geared to improve student achievement. Also, the PDC will be involved in seeking out and attending cutting-edge workshops and conferences as well as encourage the participation of faculty and parents.

The Professional Development Committee includes:

- 1 principal
- 3 teachers
- 1 nurse
- 1 classified
- Consultants from the Governing Board

The PDC officially meets twice a month to plan and develop relevant/quality staff development.

Health and Safety Committee

The Health and Safety Committee (HSC) is responsible for the creation and implementation of the Health and School Safety Plan. This plan includes monthly emergency fire drills, earthquake preparedness and drills, blood borne pathogens, hate crimes, child abuse and reporting procedures, and annual follow-up on students' health and growth status (i.e., eye, ear, teeth, growth, gait, and spinal check).

The Health and Safety Committee includes:

- 1 principal
- 1 nurse
- 1 teacher
- 1 parent
- 1 classified

Human Resources Committee

The Human Resources Committee (HRC) is in charge of recruiting, interviewing, and recommending all new certificated and classified employees. HRC assists in the induction of new staff members. HRC continually reviews the effectiveness of personnel policies and makes recommendations to the School Principal, who then takes the recommendations to the Governing Board.

The Human Resources Committee includes:

- 1 principal

- 2 teachers
- 1 parent
- 1 classified
- Consultant from Governing Board as needed

J. ASSURANCES/BROWN ACT:

Ararat Charter School and its Governing Board will comply with the Brown Act and Government Code 1090.

K. COMPLIANCE OF FEDERAL AND STATE LAWS, LAUSD CHARTER REGULATIONS – ETHICS /CONFLICT OF INTEREST:

Members of the Ararat Charter School’s executive board, any administrators, managers or employees, and any other committees of Ararat Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

Grievance Procedure for Parents and Students

- **Grievance Procedure for Parents and Students**

Ararat Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Ararat Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Ararat Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Ararat Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Ararat Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

- **Responding to Inquiries**

Ararat Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District

regarding any inquiries. Ararat Charter School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

- The petition states “In addition, in accordance with Education code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Governing Board of the nonprofit public benefit corporation.”
- **LAUSD Charter Policy**
Ararat Charter School will comply with the District policy related to charter schools, as it may be change from time to time.

L. AUDIT AND INSPECTION OF RECORDS:

Ararat Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Ararat Charter School is subject to District oversight
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of Ararat Charter School
- The District is authorized to revoke this charter for, among other reasons, the failure of Ararat Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement
- Ararat Charter School and, or its non-profit corporation, will be solely responsible for the debts and obligations of Ararat Charter School.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Ararat Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement
- Internal controls, both financial and operational in nature
- The accuracy, recording and/or reporting of school financial information
- Ararat Charter School’s debt structure
- Governance policies, procedures, and history
- The recording and reporting of attendance data
- Ararat Charter School’s enrollment process
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements

Ararat Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to Ararat Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to Ararat Charter School operations is received by the District, Ararat Charter School shall cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

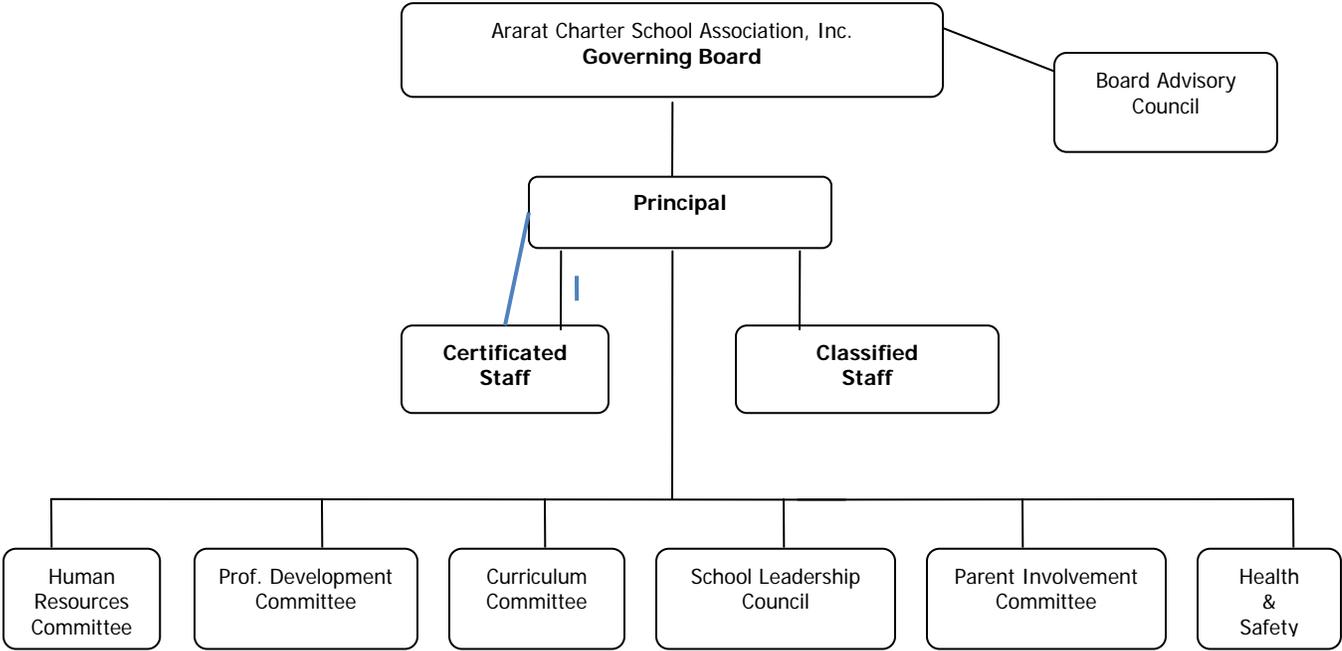
Responding to Inquiries

Ararat Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Ararat Charter School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

Notifications

Notifications are to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Ararat Charter School.

Organizational Chart



V. EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.”

- California Education Code Section 47605 (b) (5) (E)

A. QUALIFICATIONS OF SCHOOL EMPLOYEES:

The vision and mission of Ararat Charter School must be embraced by all stake-holders in its goals for educational excellence for all students. Every stakeholder is accountable for the academic and social growth of our students. Ararat Charter School shall comply with the requirements for hiring of teachers and paraprofessional as specified by the No Child Left Behind Act (NCLB). Ararat Charter School will adhere to the same Title I accountability requirements as other public schools in the state, including Adequate Yearly Progress.

All teachers at Ararat Charter School shall be “Highly Qualified” and will be required to possess a CTC credential, permit or other document equivalent to that which in other public schools would be required to hold. Teachers will meet the requirements for employment as stipulated by the California Education Code 47605(1).

It is the intent of the Ararat Charter School to recruit “Highly Qualified” teachers through extensive recruitment efforts, such as participating in college and university job fairs and posting openings on Edjoin website. Teachers currently enrolled in clear credential programs will be given two years to complete the requirement if they want to maintain their employment status at Ararat Charter School (C 4).

B. QUALIFICATIONS OF EMPLOYEES IN KEY POSITIONS:

Qualifications of Principal:

Principal must:

- Hold a valid California teaching credential from the Commission on Teacher Credentialing.
- Hold a California administrative services credential from the Commission on Teacher Credentialing.
- Have a Master’s degree.
- Have at least five years of successful teaching experience
- Have at least two years of out-of-classroom experience (e.g. coordinator, coach, assistant principal, or principal)

Qualifications of Teachers

All teachers must:

- Meet the requirements of NCLB (Highly Qualified).
- Hold a valid teaching credential from the Commission on Teacher Credentialing, Clear or Preliminary
- Qualifications of Paraprofessionals

All paraprofessionals/instructional aides must meet the NCLB requirements:

- Graduation from high school or equivalent.
- Complete two years of higher education study (48 units) or obtain an AA degree or higher or pass a formal academic assessment test (NCLB requirement).

- Knowledge of basic methods and techniques for effective instruction of students in reading, writing and math.

C. EMPLOYMENT REQUIREMENTS:

Staff Member Selection

Ararat Charter School shall select its own staff. Ararat Charter School believes that all persons are entitled to equal employment opportunity. It does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

When certificated vacancies occur, the Human Resources Committee shall:

- Announce openings
- Recruit applicants
- Request resumes
- Interview applicants
- Observe demonstration lessons
- Choose the candidate by consensus

All applicants will be required to:

- Meet the NCLB requirements, if applicable (Highly Qualified)
- Provide medical clearance (TB test results)
- Use Live Scan for fingerprinting and background investigation
- Furnish a criminal record summary as required in E.C. 44237
- Provide proof of legal status
- Certify knowledge of child abuse reporting requirement
- Certify knowledge of drug-free environment requirement

No new employee can begin employment until the fingerprint cards are processed by the California Department of Justice and it is determined that there is no criminal conviction that would prohibit the employee from working with students. All employee records regarding the criminal background check for each employee will be kept and maintained in a secure file in the school office.

All credentialing documents will be kept and maintained on file and monitored to ensure that they are renewed when appropriate. Additionally, credentialing documents will be made available for inspection. Arrangements will be made with LAUSD for processing of credentials on fee for service basis if the need arises. LAUSD is under no obligation to furnish such service if requested.

Selection of Principal

The Board of Directors is responsible for hiring and evaluating the principal/director.

Selection of Teachers

Initially, the Board of Directors will assist the principal in interviewing and selecting the Teachers. During the first three months of the operations Ararat Charter School Human Resources Committee will hire the certificated staff.

Selection of Paraprofessionals

The principal will interview and hire paraprofessionals. All paraprofessionals will meet the requirements of NCLB.

Support Staff/Classified Employees

Classified staff will be interviewed and selected by the administration of the school.

All support staff (e.g. clerical, custodial, cafeteria, parent educator, community representatives) will be interviewed and selected by the principal.

Selection of Day-to-Day Substitutes

Ararat Charter School utilizes appropriately credentialed substitute teachers. Ararat Charter School will utilize organizations such as Teachers on Reserve for obtaining substitutes.

Duties for Administrators

- Facilitate the development, articulation, implementation and stewardship of a shared vision of learning
- Advocate, nurture and sustain Ararat Charter School culture and instructional program
- Manage the organization, operation and resources to facilitate a safe and effective learning environment
- Collaborate with families and community members
- Act with integrity, fairness and in an ethical manner
- Take responsibility for day-to-day operation of Ararat Charter School
- Oversee the instructional program
- Evaluate staff effectiveness
- Oversee the business practices of Ararat Charter School
- Provide opportunities for professional growth
- Attract new resources to Ararat Charter School
- Provide effective communication with the community and families

Duties for Teachers

- Uphold the Charter vision
- Follow the California Standards for the Teaching Profession (Appendix B)
- Engage and support all students in learning
- Create and maintain effective environments for student learning
- Understand and organize subject matter for student learning
- Assess student learning
- Plan instruction and design learning experiences for all students
- Develop as a professional educator
- Participate in school committees
- Provide a quality and enriched curriculum
- Provide continual assessment of student progress and maintain records of progress
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Act with integrity, fairness and in an ethical manner
- Provide for open communication with all members of Ararat Charter School community
- Discipline of students
- Adhere to all Charter School policies as established by the Governance team

Duties for Classified and Other Personnel

- Uphold the Charter vision
- Perform daily duties as described by individual job descriptions
- Ensure proper function and operation of Ararat Charter School (attendance, enrollment, etc.)

Secretary/Office Manager

Qualifications:

- Graduation from high school or equivalent, including or supplemented by courses in typing and office practices.
- Three (3) years of responsible office, stenographic, or secretarial experience, preferably in positions requiring independent responsibilities for office procedures.
- Knowledge of Microsoft Word and Excel.
- Type at a rate of 55 words per minute from clear, legible copy.

Essential Functions and Responsibilities:

- Serve as secretary to a school administrator, relieving the administrator of a variety of clerical and technical duties.
- May take and transcribe dictation or transcribe dictation from voice recording equipment of correspondence, reports, bulletins, memoranda, manuals and other materials.

- Compute and compile information and figures for reports.
- Review type technical reports including doing research assistance in some instances.
- Act as a receptionist.
- Give information and assistance to school employees, students, other public officials and the general public by telephone and in person.
- Compose correspondence independently on routine matters not involving policy decisions.
- Post and maintain records.
- Type a variety of materials.
- Prepare forms and requisitions and maintain files.
- Receive, open and review mail for supervisor and other staff.
- Maintain appointment calendars.
- Operate a variety of office equipment.
- Keep time sheets for other employees.
- May assist supervisor in preparing and setting up materials for special workshops including doing memoranda, attendance lists, agenda and evaluation surveys.
- Organize budget books and other financial material to maintain accurate fiscal records; maintain a wide variety of files and other information.
- Gather information and prepare draft agenda for meetings or approval by supervisor.
- Attend meetings and take notes of business transacted and prepare official minutes from notes taken.
- May supervise assigned workers.
- May be required to provide translation and interpretation of another language other than English.

Clerk Typist II

Qualifications:

- Equivalent to graduation from high school, including or supplemented by courses in typing and office practices.
- Three (3) years of increasingly responsible office and clerical experience, preferable including experience in school or instructional activities.
- Knowledge of modern office methods and procedures including the preparation of business correspondence.
- Ability to type at a rate of not less than 45 words per minute from a clear, legible copy.
- Ability to lift up to 15 lbs.
- Knowledge of filing and standard office equipment operation; computer software for attendance reporting.
- Knowledge of Microsoft Word and Excel.
- Knowledge of correct English usage, spelling, grammar, and punctuation.

- Knowledge of receptionist and telephone communications techniques in providing information to the public.
- Knowledge of basic arithmetic concepts.

Essential Functions and Responsibilities:

- Perform general clerical work involving some independent judgment, accuracy and speed.
- Work independently with confidential records and materials.
- Learn and interpret rules, regulations, and instructions and carry out oral and written directions.
- Operate word processing equipment.
- Experience with student accountability systems is desirable.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Responsible for specialized functions such as student attendance/enrollment activities.
- Maintain daily attendance records and monthly reports.
- Perform a wide variety of clerical work including tasks such as standard and statistical typing, checking, proofreading, filing, distributing copies, posting to cards and logs, reporting information on records, and compiling information for reports and summaries.
- May independently maintain records for specialized programs.
- Prepare a wide variety of reports and summaries requiring independent judgment.
- Type confidential and technical reports.
- Answer telephones and handle public inquiries.
- Maintain a variety of files and records, personally collecting the required information; type rough and final copy materials from a Dictaphone and/or written rough drafts.
- Operate office equipment including adding machine, typewriter, computer and copy machines.
- May compose simple or routine letters independently.
- Receive, sort and distribute mail.
- Schedule meetings.
- May be involved in maintaining permanent records of students.
- May be involved in maintaining some financial records and preparing deposits.
- May type requisitions, receive, shelve and distribute supplies and materials.

Teacher Assistant

Qualifications:

- Graduation from high school or equivalent.
- Complete two years of higher education study (48 units) or obtain an AA degree or higher or pass a formal academic assessment test (NCLB requirement).
- Knowledge of:

- Basic methods and techniques for effective instruction of students in reading, writing and math (NCLB requirement).
- Correct English usage, spelling, grammar and punctuation.
- General needs and behavior patterns of students at level to which assigned.
- Typing, filing and other general clerical skills.
- Basic arithmetic skills.
- Ability to:
 - Perform routine, general clerical tasks.
 - Operate a typewriter and operate or learn to operate other standard office equipment.
 - Learn pertinent procedures and functions quickly and apply them without close and immediate supervision.
 - Operate or learn to operate audio-visual equipment.
 - To understand and carry out oral and written directions.
 - Establish and maintain cooperative working relationships with others.

Essential Functions and Responsibilities:

- Assist teachers by providing instructional assistance to individuals and small groups in reviewing and reinforcing previously introduced skills.
- Read to students, explain work assignments, coordinate and assist students in learning groups and centers.
- Assist students in the selection of books and resource materials.
- Follow teacher's lesson plans and assist in preparation of plans or develop own plans based on teacher's direction and explanation of students' academic needs.
- Assist in the evaluation of the instructional and the students' progress and problems.
- Organize and classify resource materials.
- Assist teacher in preparing a variety of learning materials including preparation and maintenance of bulletin boards, interest centers, educational displays and teaching devices.
- Operate audio-visual equipment such as video tape decks, motion picture projectors, film strip and overhead projectors, and collect and inventory equipment.
- Perform variety of routine clerical and record keeping activities such as taking roll, collecting monies, filling out forms and applications, and correcting papers.
- File and record test scores, grades and other data in student records.
- May be required to assist in administering, proctoring and scoring tests and charting student progress.
- May be required to check out, order, process and maintain books and various reference materials in a library or resource room.
- Prepare materials for parent meetings.

- Operate office equipment such as typewriter, duplicator, and copy machine in the preparation of instructional materials.
- Straighten or organize classroom or other learning facility.
- May be required to accompany students on field trips.
- May be asked to attend in-service training programs and workshops, Back-to-School nights and other activities.
- Respect confidential nature of pupil records and school reports.
- Assist in maintaining student contracts, observe and report to teacher unusual or atypical behavior or problems.
- May be asked to attend parent conferences.
- Assist teacher in maintaining discipline and monitor classroom, playground or other areas.

Work Basis

Teachers:

- All teachers work 187 days as per the traditional calendar adopted by Ararat Charter School.
- Certificated staff are required to attend all trainings held during the calendar year.

Office and Custodial Personnel:

- All office and custodial personnel will work 192 days.
- Work opportunities may be offered during summer school and when necessary.

Principal:

- Will work 215 days as per the adopted calendar.
- Principal will be present when children are participating in a school activity outside Ararat Charter School calendar

Paraprofessionals:

- All paraprofessionals will be assigned to classes during the 180 days. Hours and number of days may vary, as they are not contracted employees.
- Paraprofessionals will not be assigned during the summer months.

Evaluation

Ararat Charter School will evaluate certificated and classified employees. Certificated employees will set goals for improvement based on the California Standards for the Teaching Profession. The evaluation process will follow the Stull Act. The process will include: goal setting, pre-and post- observation conferences, and Summative evaluation. In the event of an unsatisfactory evaluation, the teacher may submit a written response. This written response will be included in the teachers' confidential personnel file.

The principal will be evaluated by the Board based on the Standards for School Leaders the Board will set goals for evaluation. The Board will provide a Summative evaluation.

Classified staff and paraprofessionals will be evaluated annually by the principal. The process will include goal setting, job benchmarks, observations and Summative evaluation. In the event of an unsatisfactory evaluation, the

staff member may submit a written response. This written response will be included in the teachers' confidential personnel file.

Both for certificated and classified staff, if an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The action plan will outline implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations.

Termination

All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. Employees will be dismissed from working at the charter school by:

- Voluntary termination or resignation. In this event, it is highly desirable and recommended that the employee provide the school with a 10 working day notice.
- Involuntary termination or discharge. When an employee is terminated or discharged, the Principal will make a recommendation of termination or suspension to the Governing Board if s/he determines that the employee has failed to fulfill the duties and responsibilities as outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee's employment before the end of the school year, the school will attempt to give the employee written notice at least 10 working days before termination, unless the Principal determines that the employee poses a threat to the health, safety, or welfare of the students, other employees and/or the school property - in that case, the employee will be removed from the campus immediately.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

Employee Grievance Procedures:

All staff members will have due process rights that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to appeal certificated and classified evaluation process (described in Element 5).

Disputes arising from within the school, including all disputes among and between teachers, staff, and administration, will be resolved pursuant to policies and practices developed by the school. Dispute resolution process will include the following:

Due Process for Resolving Complaints/Grievances

Employees who have a complaint or wish to challenge disciplinary action taken by Ararat Charter School must use the following procedures:

(1) An Employee having a grievance shall present the grievance in writing to his or her supervisor within 10 working days of the event or condition given rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party's rights under this procedure. The supervisor shall meet with the employee and other persons as determined by the Principal. If the grievance is not resolved within 14 working days of receipt by the Principal, the grievance shall be deemed denied and the employee may proceed to Step 2.

(2) A Grievance Board shall be called, to be chaired by a designee of the Governing Board. A three-member grievance board (made up of members of the Governing Board that do not present a conflict of interest) shall meet within 35 days of receipt of Grievance. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses and/or other representatives, to the Grievance Board. Failure to appear before the Grievance Board will be taken as a waiver of all rights under the grievance procedure. The Grievance Board decision is final and no further action is available under this grievance procedure. A written decision made by the Grievance Board will be rendered within 10 working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within 10 working days of the original hearing.

VI: HEALTH AND SAFETY

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.”

- California Education Code Section 47605 (b) (5) (F)

A. HEALTH AND SAFETY POLICIES:

Ararat Charter School will provide a safe, nurturing, healthy and protective atmosphere in which every member of the community will grow and prosper. It will ensure the safety of the students and staff by complying with the current LAUSD independent charter school standards and policies for health and safety 47605 9b (5)(F), Section 44237, as well as all state and federal laws.

Ararat Charter School will develop a health and safety policy prior to the opening day which will be annually updated and reviewed, in agreement with staff and specified Sub-Committee. This policy will be distributed to all staff and parents. It will cover the following points:

- Each new employee or non-parent volunteer who will work in contact with students must submit to a fingerprint scan (Live Scan) for the purpose of obtaining a criminal record summary as required by California Education Code section 44237.
- All employees and students will be required to provide records documenting immunizations to the extent required by law. Records of student immunizations will be maintained.
- Staff will honor County requirements for periodic Mantoux tuberculosis (TB) tests.
- On-site health and social services to our students, such as vision, hearing, and scoliosis.
- Legal obligation of reporting contagious conditions
- Prevention of drug, tobacco and alcohol use and violence
- Procedures for administration of medication at school
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc)and those required by CAL/OSHA, the California Health and Safety Code, and EPA
- Among the many health and safety laws that will be followed is the Healthy Schools Act – California Education Code section 17608, which details pest management requirements for schools.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Safe use, maintenance, and sanitation of school equipment and facilities
- To secure our campus, all perimeter gates will be locked during school hours
- Students will be supervised at all times by certificated teachers and/or by paraprofessionals

B. SITE COMPLIANCE:

Ararat Charter School is in the process of securing a location in the North Hollywood area. Ararat Charter School will provide the appropriate Certificate of Occupancy 45 days prior to the opening of Ararat Charter School.

Ararat Charter School will comply with Uniform Building Codes, Americans with Disability Act (ADA), access requirements, and fire, health and structural safety requirements. The Certificate of Occupancy and other pertinent records will be kept on file.

If District facilities are used during the term of this charter, Ararat Charter School shall abide by all LAUSD policies relating to Maintenance and Operations Services.

C. REQUIRED INSURANCE POLICIES:

No coverage shall be provided to Ararat Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Ararat Charter School shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Ararat Charter School from claims which may arise from its operations. Each Ararat Charter School location shall meet the below insurance requirements individually.

It shall be Ararat Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Ararat Charter School 's insurance primary despite any conflicting provisions in Ararat Charter School 's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Ararat Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Ararat Charter School does not operate a student bus service. If Ararat Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by Ararat Charter School to cover all charter school employees who handle, process or otherwise have responsibility for Ararat Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board*

of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Ararat Charter School's insurance primary despite any conflicting provisions in Ararat Charter School's policy.

Evidence of Insurance

Ararat Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Ararat Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Ararat Charter School.

Additionally, Ararat Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

Hold Harmless / Indemnification Provision

To the fullest extent permitted by law, Ararat Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Ararat Charter School further agrees to the fullest extent permitted by law, at its own expense, to identify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Ararat Charter School, and their officers, directors, employees or volunteers. Moreover, Ararat Charter School agrees to identify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Asbestos Management

Ararat Charter School will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

D. DISTRICT SERVICES:

- 1. Fee for Service** (if available)

LAUSD and Ararat Charter School will reach a mutual agreement for the rate of services rendered, but Ararat Charter School shall retain the right to negotiate a contract with an outside contractor at any time, if such a contract proves to be in the best interest of Ararat Charter School.

Ararat Charter School will contract out with private companies to provide the following services as needed:

- Administrative Services/Finance
- Student Information System
- Routine Maintenance
- Building Equipment Operation (e. g., air filter)
- Major or Differed maintenance
- Alteration and Improvements
- Custodial Services
- Gardening, landscaping, and tree trimming
- Pest Management Utilities
- Site maintenance and repair
- Garbage pick-up
- Pest control
- Technology
- Telephone

2. Utilities

Ararat Charter School will directly pay for its utilities, such as electricity, gas, water and telephone.

3. Transportation

Ararat Charter School will either contract with the sponsoring district or with other approved bus companies for curricular trips and receiving students from other schools.

4. General Maintenance

Ararat Charter School will maintain the campus at or above LAUSD standards at all times.

5. Food Services

Ararat Charter School will contract with an outside agency for its food service consultation needs. Ararat Charter School is responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursements from the state.

6. Contract Development

Ararat Charter School will always utilize effective business practices, which will result in the best quality at the best price. Contracts for services, equipment and alterations/improvements will be submitted to multiple bidders. All things being equal, preference will be given to local bidders.

7. Alterations and Improvements

Ararat Charter School will consult with LAUSD on any major construction that is to be placed on District property.

8. Sponsoring District Services

Ararat Charter School requested services from LAUSD (if available) will be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to Ararat Charter School requested services. Needed services include:

- Fingerprinting and criminal processing of certificated and classified employees
- School mail
- School police and alarm monitoring
- Standardized test processing
- Supplies/materials acquisition and delivery

E. NATURAL DISASTERS DRILLS AND EMERGENCIES:

Ararat Charter School will develop a safety and emergency preparedness plan per the guidelines set forth by the sponsoring district. This plan will include:

- Staff training on emergency procedures
- Emergency preparedness exercises (fire drills and earthquake drills)
- Storage of water, food, and first aid supplies for three days, as outlined in sponsoring district emergency preparedness bulletin
- Evacuation Plan

Emergency Preparedness

Ararat Charter School will further develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train, or contract trainers, all instructional and administrative staff in basic first aid.

Fire Drills

Fire drills will be held at least once a semester. Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills

Disaster drills will be conducted at least once every two months. Students will be taught the “duck and cover” routine. An announcement over the intercom will initiate all disaster drills commencing with the “duck and cover” routine. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom,

teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

F. ZERO TOLERANCE OF USE OF DRUGS AND TOBACCO:

Ararat Charter School will have a “zero tolerance” policy regarding the use of drugs and tobacco by its students and staff on campus. Additionally, Ararat Charter School will be a “drug free” and “tobacco free” zone, prohibiting the use of drugs and/or tobacco by parents, staff members, or visitors to Ararat Charter School while on campus.

G. HEALTH SCREENING AND ADMINISTRATION OF MEDICATION:

Ararat Charter School will abide by all current requirements for health screening of employees and incoming students. Ararat Charter School’s nurse will monitor all health files and administer all medications to students.

Immunizations and TB Testing

All enrolling students and staff will provide records documenting immunizations to the extent required by public schools. Records of student immunizations shall be maintained to the extent for enrollment in public schools, and staff shall honor County requirements for periodic Tuberculosis (TB) tests. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended any other public school.

Medication in School

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

Blood Borne Pathogens

Ararat Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Ararat Charter School Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

H. FERPA/Confidentiality of Pupil Records

Ararat Charter School will comply with the Federal Educational Rights and Privacy Act (FERPA). We will not disclose the education records of students, or personally identifiable information from education records, without a parent or eligible student’s written consent. All student records will be in a locked file cabinet. Access will be provided to only those authorized persons (school leadership and teachers).

I. REPORTING CHILD ABUSE

Ararat Charter School will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. All Ararat Charter School employees will be mandated child abuse reporters. School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

J. SEXUAL HARRASSMENT POLICIES AND PROCEDURES

Ararat Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Ararat Charter School will develop a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed.

VII. RACIAL AND ETHNIC BALANCE

“Recognizing the limitations on admissions to charter schools imposed by EC Section 47605(d), the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

-California Education Code 47605 (b) (5) (G)

Ararat Charter School shall implement student recruitment strategies that include, but are not necessarily limited to the following elements or strategies. We will attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the Los Angeles Unified School District.

A. OUTREACH PROGRAM:

Ararat Charter School will implement an enrolment process based on a timeline that allows for a broad-base recruiting and application process. Each year, extensive recruitment will start in February and extend through March, April and May. The recruitment strategies may include but not be limited to the following:

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The distribution of promotional and informational material (in English, Spanish, and Armenian) to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District. Distribution efforts may include:
 - Ararat Charter School Website
 - School newsletters
 - Flyers/Posters – posted at local preschools, houses of worship, business, libraries, children’s sporting events/activities, etc.
 - Postcard/Mailers – mailed to residents in LAUSD informing them of upcoming events and Open Enrollment
 - Press Releases in local news papers
 - Outreach events – Ararat Charter School Open Houses and School Tours
 - Information booths at local community events
- Informational meetings and presentations may also be held in locations, such as the YMCA, North Hollywood Recreation Center and Public Library, Holy Trinity Armenian Church, First United Methodist Church, and El Templo David, Inc.

B. GEOGRAPHIC AREAS:

Ararat Charter School is in the process of looking for a location in the North Hollywood area. Therefore, the primary recruitment targets will be in the geographical area where Ararat Charter School will be located. However, information will be available to any student who resides within the LAUSD and surrounding district boundaries.

C. LANGUAGES:

Because of its prospective locations, recruitment information will be made available in English, Spanish and Armenian.

D.. OTHER REQUIREMENTS:

Ararat Charter School will also comply with the Public School Choice and No Child Left Behind requirements as provided by the Charter School Division of LAUSD.

1. Public School Choice Traveling Students

The District and Ararat Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Ararat Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of District students at Ararat Charter School.

As required under NCLB, all PSC students attending Ararat Charter School shall have the right to continue attending Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to Ararat Charter School shall end in the event the PSC student’s resident District school exits Program Improvement status.

Ararat Charter School will ensure that all of its PSC students are treated in the same manner as other students attending Ararat Charter School. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Ararat Charter School will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Ararat Charter School under the PSC program increases in subsequent years, Ararat Charter School agrees to discuss with the District the possibility of increasing the number of PSC places available at Ararat Charter School.

2. Federal Compliance

To the extent that Ararat Charter School is a recipient of federal funds, including federal Title I, Part A funds, Ararat Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Ararat Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Ararat Charter School also understands that as part of its oversight of the school, the Charter School Division may conduct program review of federal and state compliance issues.

VIII. Admission Requirements

“To the extent admission requirements are included in keeping with EC Section 47605 (b)(5)(H), the requirements shall be in compliance with the requirements of EC Section 47605 (d) and any other applicable provision of law.”

Ararat Charter School affirms that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any person on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Ararat Charter School will actively recruit a socio-economically and ethnically diverse student population from the District and surrounding areas who are committed to Ararat Charter School’s educational philosophy and instructional practices. Recruitment will be ongoing, with particular focus on the Winter and Spring quarters. Admission will be first come, first serve basis. If the number of students applying for admission exceeds the openings available, entrance, except for the existing students of Ararat Charter School and the understated priorities, shall be determined by random public drawing in accordance with Education Code 47605(d)(2). Admission to his school will be open to any resident of the State of California.

Ararat Charter School will utilize the following approaches in recruiting students that reflect the diversity of students enrolled in non-charter LAUSD schools, including but not limited to socio-economically and academically disadvantaged students. These approaches will include, but not be limited to:

- Ararat Charter School Website
- School newsletters
- Flyers/Posters – posted at local preschools, houses of worship, business, libraries, children’s sporting events/activities, etc.
- Postcard/Mailers – mailed to residents in LAUSD informing them of upcoming events and Open Enrollment
- Press Released in local news papers
- Out reach events – Ararat Charter School Open Houses and School Tours
- Information booths at local community events

In enrolling students, priority will be offered to students who are children of founding parents, school employees and Board members. The number of students receiving this priority will not exceed 10% of the total seats. Priority will also be given to siblings of enrolled students and students of LAUSD schools. If the number of applicants exceeds enrollment capacity, students will be admitted to Ararat Charter School through a random drawing in compliance with the priorities stated above.

Ararat Charter School will designate an application deadline and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted regarding the date, time and location of the public drawing once the deadline date has passed. Names of applicants will be drawn publicly at random. During the same public random drawing, once enrollment is reached, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

Furthermore, the application package will include the procedures that Ararat Charter School will follow with respect to the public random drawing. These will address:

- The rules of the lottery process, such as, the number of students on the waiting list, vacancies available per grade level, and list of priorities for enrolling students
- The methods Ararat Charter School will use to verify that lottery procedures are fairly executed will include the assignment of neutral party observers and proctors who will check each name drawn against the existing list
- Timeline under which the open enrollment period and lottery will occur
- Ararat Charter School location where the public lottery will take place
- Phone and written notification of parents/guardians of students who have been promoted off the waiting list, with no more than five days to respond.
- Records of lottery execution will be kept on file.

The governing board may refine lottery policies and procedures following the first year of operations (following Ed. Code requirements). In this event, the revised policy shall be provided to LAUSD within 45 calendar days.

All parents of prospective students will be strongly encouraged to attend an orientation meeting with the principal or designee in order to make sure they understand Ararat Charter School philosophy, mission and instructional practices and agree to participate fully in the life of the school community. Parents of enrolled students will also be strongly encouraged to attend two parent teacher conferences per year, one in the fall and the other in the spring. All meetings will be scheduled to allow everyone to participate.

Student Records

Ararat Charter School will utilize enrollment forms and cumulative records to accommodate a smoother transition for student records to other schools within and outside of the District. The District will ensure that all schools within its boundaries will provide Ararat Charter School with the cumulative records of students who transfer to Ararat Charter School. Ararat Charter School will also adhere to all procedures related to confidentiality and privacy records as per FERPA requirements.

IX. FINANCIAL AUDIT

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”
- California Education Code Section 47605 (b) (5) (I)*

A. ANNUAL INDEPENDENT AUDIT:

An independent audit by a public accountant certified by the State of California will be performed annually for all accounts. The auditors will have extensive experience with education finance. Audited financial reports (for the fiscal year ending June 30th) prepared by an independent CPA at Ararat Charter School’s expense will be submitted annually to the sponsoring district, Los Angeles County of Education (LACOE), and the California Department of Education (CDE) by December 15th or any date determined by LAUSD’s General Accounting. Ararat Charter School’s financial statements will be audited in accordance with generally accepted accounting principals and standards. Any other audits will be at the requesting authority’s expense.

In the event that the auditor’s report finds discrepancies or exceptions, Ararat Charter School, shall resolve audit exceptions and deficiencies to the satisfaction of the LAUSD.

Ararat Charter School also acknowledges its responsibility to respond to requests for information by the authorizing agency in a timely manner.

The Principal will be responsible for contracting and overseeing the independent audit. The final audit will be presented to the Governing Board of Directors.

Independent auditors generally request banking, accounting and systems information from the school which they will be auditing. As the request for this information is received at Ararat Charter School, the school will prepare and submit all information to the auditors so that they may conduct their pre-audit inspection. Auditors then submit a list of items, checks, invoices, and accounting information that they will be inspecting while on their on site audit. All those documents will be prepared and ready for the auditors for when they arrive. Any questions or clarifications to the accounting procedures, revenues and expenditures will be made at the site visit.

B. PLANS AND SYSTEMS FOR INDEPENDENT AUDIT:

1. Site-Based Budgeting

Ararat Charter School will utilize site-based budgeting procedures that:

- Allow the redirection of spending priorities to provide leverage for fundamental changes.
- Link budget to student outcomes.
- Make budgeting program-driven instead of formula-driven
- Please see **Attachment F** for the four-year budget, cash flow and salary schedules.

2. Revenue Flow

Ararat Charter School will work cooperatively and collaboratively with the California Department of Education, LAUSD, and the Los Angeles County Office of Education (LACOE) personnel to ensure the continued flow of funds to Ararat Charter School. Funds from CDE and LAUSD will be transferred electronically or by check to Ararat Charter School’s accounts at the Los Angeles County Treasury through LACOE. All funds which flow through LAUSD will be transferred to Ararat Charter School’s accounts in a timely manner.

Pursuant to section 15417 of Chapter 14 of Division 1 or Title 5, for those programs which the Charter cannot apply directly, and which are not included in the Categorical Block Grant, Ararat Charter School will engage the local district or the state in securing its equitable share, based on its student population and program eligibility of program funds. These funds may include, but are not limited to transportation, sales and use taxes, developer fees, parcel taxes, building bond funds, Medi-Cal, mandated costs and property taxes. Per section 47635 (a) of the Education Code, LAUSD will transfer the appropriate percentage of funding to Ararat Charter School as part of its monthly local property tax transfer.

Depository/Accounting/Payroll

All revenue generated by Ararat Charter School will be deposited in the Los Angeles County Treasury or at an FDIC insured bank. All payroll warrants will be drawn from the LACOE account so that all pertinent reports are filed by the county for the IRS and for accounting and audit purposes. Three revolving accounts will be held at a local financial institution (one for general purpose, one for student body, one for cafeteria) for day to day expenditures. All expenditures over \$5000.00 will require two signatures.

Budget Development/Fiscal Reports

Budget development will begin each year immediately following the January announcement of the Governor's K-12 budget proposals and continually refined through the May Revise and through the final State Budget Act. Budgeted resources will always be consistent with Charter School goals as identified by the Governing Board. The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year":

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly the Monday after close of the last day of the school month
- h. Statistical Report – monthly the Friday after the last day of the school month. In addition:
 - P1, first week of January
 - P2, first week of April
- i. Bell Schedule – annually by November
- j. Other reports as requested by the District

Contract Development

Ararat Charter School will always utilize effective business practices which will result in better quality at better prices. Contracts for service, equipment and alterations and improvements will be submitted to multiple bidders. All things being equal, preference will always be given to local bidders.

Employee-Related Insurance/Benefits

Ararat Charter School will continue to provide the following for all its employees:

- Worker's Compensation Insurance
- Unemployment Insurance
- Medicare

Ararat Charter School will purchase health benefits through a competitive pricing bid. Therefore, all full-time qualified employees will be provided with the following:

- Health Insurance
- Dental Insurance
- Vision Insurance
- Optional Life Insurance (Paid by the employee)

Illness Leave

Certificated Employees

All certificated teachers at Ararat Charter School will receive ten (10) illness days each school year.

Ararat Charter School will allow certificated employees to accumulate illness days from one year to the next.

Classified Employees

Full-time classified employees will receive ten (10) illness days a year. Ararat Charter School will allow classified employees to accumulate illness days from one year to the next

Part-time classified employees including all TAs, do not qualify for any illness days.

Vacation Days

Qualified Certificated and Classified employees will receive 10 vacation days a year. All unused days may be accrued from one year to the next with a cap of 20 days accumulated.

Attendance Accounting

To insure the integrity of attendance accounting, an office clerk will monitor the daily accuracy of our system which is employed at Ararat Charter School. Existing attendance accounting procedures reported through LAUSD provide excellent checks and balances and will be utilized unless a more efficient system can be devised which will satisfy the requirements of CDE, LACOE and the LAUSD. Additionally, attendance accounting will be included in our annual independent audit. To facilitate the transfer of students from and to our sponsoring district schools,

ADA Accounting

Ararat Charter School will utilize the reporting procedures of the LAUSD. Attendance accounting procedures will satisfy the requirements of the District, LACOE, and the CDE. Classroom teachers will record daily attendance. State School registers will be completed on a monthly basis documenting the month's attendance. Attendance accounting reports will be completed and submitted to the requesting agencies in a timely manner.

Purchasing

Ararat Charter School will always seek to maximize its use of resources through effective purchasing practices.

Administrative Services

Ararat Charter School will continually strive to work collaboratively with the sponsoring district. All Charter School requested services from the LAUSD will be on a fee for service basis. All services provided by the LAUSD to Ararat Charter School are initiated by a written request from Ararat Charter School to LAUSD.

LAUSD may charge for the actual cost of supervisorial oversight of Ararat Charter School not to exceed 1% of Ararat Charter School's revenue, or the district may charge for the actual costs of supervisorial oversight of Ararat Charter School not to exceed 3% if Ararat Charter School is able to maintain substantially rent free facilities from the District. Notwithstanding the forgoing, the District may charge a maximum supervisorial oversight fee allowed under the law as it may change from time to time.

Mandated Costs

In order to meet the health, safety and public accountability requirements of all public school children at Ararat Charter School, Ararat Charter School will be required to comply with the following programs and activities.

- Annual Parent Notifications
- Behavior Intervention Plans
- California English Language Development Test
- Comprehensive School Safety Plan
- Criminal Background checks
- Emergency Procedures: Earthquake and Disasters
- Habitual Truant Conferences
- Open Meetings Act/Brown Act (section 9)
- Pupil Classroom suspension by Teacher
- Physical Fitness Tests
- Pupil Exclusions
- Pupil Health Screenings
- Pupil Promotion and Retention
- Suspensions and Expulsions
- School Accountability Report Cards
- School Bus Safety I and II
- Standardized Testing and Reporting
- STRS Creditable Compensation

It is the expressed intent of Ararat Charter School to comply with all of the aforementioned mandates and file directly for reimbursements.

Facilities

Ararat Charter School is an independent, directly funded school. The Board of Trustees is in the process of finding a facility in the North Hollywood area.

X. STUDENT SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled.”

- California Education Code Section 47605 (b) (5) (J)

A. PROGRESSIVE DISCIPLINE PLAN :

Students learn best in an environment where there are clear expectations about behavioral and Community norms that allow them to feel safe and cared for.

In order to maintain a positive learning community, prior to August 31, 2010, Ararat Charter School will develop and maintain a comprehensive set of student discipline policies through the work of the **School Leadership Council** that includes the administration, teachers, staff, and parents. The **Progressive Discipline Plan** will be developed in accordance with California Education Code Section 48900 and will also include reasons for suspension and expulsion.

The main features of the discipline plan will include, but not be limited to the following guidelines:

- **Behavior Values:** *mutual respect, responsibility, appreciation of differences, honesty, safety, participation in the learning process, and respect and care of the property and environment,*
- **Rules of Conduct and behavior:** *attendance, computer Policy, Dress Code, electronics, homework policy and tardy policy*
- **Consequences:** *warning and reminder, a respectful related consequence, disciplinary referral to the office, loss of privileges, In-house suspension, suspension/parental supervision*
- **Intervention Strategies:** *alternative programming, behavior modification, Student Success Team, problem solving/contracting, alternatives to suspension*

These policies will be distributed in the school’s **Student Handbook** which will be developed prior to August 31, 2010 with participation of the **School Leadership Council** that consists of administration, teachers, staff and parents/guardians. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

SUSPENSION AND EXPULSION PROCEDURES:

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

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

Ararat Charter School Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Ararat Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of Ararat Charter School Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Ararat Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures as described in the Student Handbook.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

Compliance with IDEIA

Ararat Charter School will comply with the mandates of IDEIA. The Gun-Free Schools Act must consider the mandates of the IDEIA. A student identified as an individual with disabilities or for whom Ararat Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures.

Ararat Charter School will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Ararat Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Ararat Charter School recognizes the necessity and importance of the manifestation determination or, in cases of 504 accommodations, the link determination. Ararat Charter School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

Grounds for Suspension and Expulsion

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq.:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)

- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4
- Made terroristic threats against school officials, school property or both. Section 48900.7

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The Principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.

Students shall be immediately suspended and recommended for expulsion for any of the following reasons, as specified in Education Code Section 48915(c):

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900
- Possession of an explosive

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

A student will not be suspended or expelled for truancy or tardiness.

B. Alternatives

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior

modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and truancies are dealt with through Ararat Charter School attendance policy and are not in of themselves a student discipline issue.

C. Appeal Process

A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal. The pupil will be sent to an administrator for appropriate action, which may include suspension from school or other disciplinary measures.

Suspensions from School shall be initiated according to the following procedures:

- ***Conference***

Suspension shall be preceded, if possible, by a conference conducted by the Principal or a designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- ***Notice to Parents/Guardians***

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

- ***Suspension Time Limits/Recommendation for Placement/Expulsion***

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be considered for expulsion after receiving suspensions totaling 20 days in a single school year.

Upon a recommendation of Placement/Expulsion by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

- ***Suspension Appeal Process***

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days directly to the Governing Board. The Governing Board will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the Board determines that the student has not violated one of the rules in the Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. During the required parent conference, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.

- Ararat Charter School's Governing Board will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Governing Board will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
- Based on the information submitted or requested, Ararat Charter School's Governing Board may make one of the following decisions regarding the suspension.
 - Uphold the suspension
 - Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.
- Ararat Charter School Governing Board will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the school Principal.

Authority to Expel

A student may be expelled either by the Ararat Charter School Board following a hearing before it or by Ararat Charter School Board upon the recommendation of an Administrative Panel to be assigned by Ararat Charter School Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

All expulsions cases will be heard by an independent Administrative Panel pursuant to E.C Section 48918 (d). And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing

shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. The Administrative Panel shall consist of three (3) independent certificated designees appointed by the Board that do not include paid staff of the school.

Written Notice

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Ararat Charter School who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Ararat Charter School.
- The reinstatement eligibility review date

- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Ararat Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Disciplinary Records

Ararat Charter School shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to Ararat Charter School principal, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses

Ararat Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by Ararat Charter School or a hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Ararat Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person or group conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person or group conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Ararat Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Ararat Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding

official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

D. PROCESS FOR REHABILITATION, READMISSION, INTERIM PLACEMENT

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from Ararat Charter School, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

Expelled Transfer Student Admission

If a student is under an expulsion order from another school district (LEA), all information must be provided to Ararat Charter School Board of Directors for review. Ararat Charter School Governing Board will determine if enrollment will be granted. The decision to admit an expelled pupil from another school district or charter school shall be in the sole discretion of the Board. To determine if student is "rehabilitated," the Principal will hold a meeting with the pupil and guardian or representative to determine progress and challenges. The Principal will make the determination whether the pupil has successfully completed the rehabilitation plan, from Ararat Charter School or from the sending school, and will determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation to the Board following an investigation as to the student's progress in his/her Rehabilitation Plan and causes for expulsion. The pupil's readmission is also contingent upon Ararat Charter School's capacity at the time the student seeks admission. All expelled students from other schools will begin their time at Ararat Charter School by taking an after school Progressive Discipline class where they will be instructed on our Guiding Principles and Behavior and Consequences continuum. The parent, the student and the school will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student's success at Ararat Charter School.

Expulsion Appeal Process

A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsion, a fair and impartial panel of representatives appointed by Ararat Charter School Governing Board will hear the appeal, and its decision will be final.

Rehabilitation Plans

Students who are expelled from Ararat Charter School shall be given a rehabilitation plan upon expulsion as developed by Ararat Charter School Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Ararat Charter School for readmission. Expulsions shall not exceed one year in length.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of Ararat Charter School Board following a meeting with Ararat Charter School Executive Director/Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil possesses a threat to others or will be disruptive to the school environment. Ararat Charter School principal shall make a recommendation to Ararat Charter School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Readmissions Due Process

In the event an expelled student is denied admission to Ararat Charter School, after the investigation and meetings by the Principal to determine that the student had made significant progress in their Rehabilitation Plan or they were deemed to possess no threat to the safety of the Ararat Charter School students, the student will be notified by the Board in writing of the decision not to admit. The notice to the parent or guardian will be mailed three (5) days after the Board determination and will include the following:

1. Notice of the previous specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Ararat Charter School
3. Findings by the Board on the Principal's investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
4. Alternative area schools
5. New admissions eligibility date

Readmissions Appeal Process

A request for appeal of decision not to readmit or admit after expulsion from another school must be received within five (5) working days after the written notice received by the parent/guardian. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/ guardian(s). In the case of expulsions, a fair and impartial panel of representatives appointed by Ararat Charter School Governing Board will hear the readmissions denial appeal, and its decision will be final.

Students with Special Needs

Ararat Charter School recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, state, and District policies addressing the appropriate treatment special education students. Ararat Charter School will adhere to all laws and/or consent decrees affecting individuals with exceptional needs, including all provisions of Special Education Modified Consent Decree, PL 94-142, the Individual with Disabilities Education Improved Act (IDEIA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. The IEP team and the Principal or designated administrator will be responsible for managing continued application of school policies.

A manifestation determination will be deemed necessary when a change of placement occurs, such that a special education student is removed for more than ten consecutive days or is subjected to a series of removals that appear as a pattern because they accumulate to more than ten school days in a school year. Consideration in this decision will be given to such factors as the length of each removal, the total amount of time the student is removed and the proximity of the removals to each other.

Suspension of Students with Exceptional Needs

While special education students are subject to suspension on the same “Grounds for Suspension and Expulsion” as general education students, special education students may be suspended for up to, but not more than 10 consecutive school days if he/she poses an immediate threat to the safety of himself or herself or others.

- Suspension will be imposed only when other means of correction fail to bring about proper conduct
- This will be done through a positive behavior intervention plan developed by the IEP team

Expulsion of Students with Exceptional Needs

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Ararat Charter School, an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter’s failure to implement the 504 Plan?

Outcome Data

Outcome data will be maintained including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

XI. RETIREMENT PROGRAMS AND OTHER EMPLOYEE BENEFITS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”

- California Education Code Section 47605 (b) (5) (K)

A. PROCESS BY WHICH SALARIES, BENEFITS, WORKING CONDITIONS WILL BE DETERMINED:

Ararat Charter School shall be deemed the exclusive public school employer of the employees of Ararat Charter School for collective bargaining purposes, and will comply with all provisions of the Educational Employment Relations Act (EERA).

All decisions regarding employee salaries and health and welfare benefits will receive recommendations from the School Leadership Council and Human Resources Committee. These committees include representatives of administrative, teaching and clerical staff. With respect to salaries and benefits, the principal will take the recommendations to the Governing Board who will make the final decision. Similarly, with respect to working conditions, calendar, holidays, vacations, and work year, the principal will take the recommendations of the Leadership Council and the Human Resources Committee to the Governing Board for approval as necessary.

Retirement

Ararat Charter School will make all contributions that are legally required of employers. Ararat Charter School shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365. Ararat Charter School will contract with EdTec-Business and Development Specialist for Charter Schools, to handle payroll and accounting services. The Treasurer of the Governing Board for the Ararat Charter School will be responsible for oversight and insuring that all retirement payments are sent to the appropriate agency in a timely manner.

- ***STRS (State Teachers’ Retirement System):***

All full-time certificated employees will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and Ararat Charter School will contribute the employer’s portion required by STRS. All withholding from certificated employees and Ararat Charter School will be forwarded to the STRS fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS or other similar retirement system.

- ***PERS (Public Employees’ Retirement System):***

All full-time classified employees will be members of PERS or a similar retirement system such as social security. Employees and Ararat Charter School will contribute the required rate as designated by PERS or the appropriate agency.

Employees will accumulate service credit years in the same manner as all other members of PERS or the similar retirement system.

Social Security payments will also be contributed for all qualifying PERS members.

- ***PARS (Public Agency Retirement System):***

Ararat Charter School will participate in the Public Agency Retirement System for non-PERS/STRS eligible part-time employees.

XII. ATTENDANCE ALTERNATIVES

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”
- California Education Code Section 47605 (b) (5) (L)*

Ararat Charter School does not have a geographic boundary, therefore, any child within the State of California that chooses to attend may do so dependent upon open seats.

Ararat Charter School will enroll students on a first come first serve basis until capacity is reached. Students will then be placed on a waiting list and as space becomes available the school will fill those positions based on a public lottery drawing. The date and time of the lottery will be publicized through flyers and phone calls to parents who are on the waiting list. The public lottery will be held at Ararat Charter School.

Parents and guardians of each pupil enrolled in Ararat Charter School shall be informed that the pupil has no right to admission in non-charter District school (or program within a District school) as a consequence of enrollment in Ararat Charter School, except to the extent that such a right is extended by the District.

Ararat Charter School will comply with the McKinney-Vento Homeless Assistance Act for homeless children.

The address of Ararat Charter School is yet to be determined.

The interim phone number of Ararat Charter School is (626) 359-7441.

The interim contact person for Ararat Charter School is Dr. Berjouhi Koukeyan, Lead Petitioner.

The Executive Director for Ararat Charter School is Ms. Hermine Maseredjian.

The projected number of rooms is twenty (20).

The grade configuration is K to 5.

The number of students in the first year will be 180 students.

The grade level of the students in the first year will be K to 3.

The opening date of Ararat Charter School is August 31 of 2010.

The admission requirements: admission is open to all students

The operating capacity in year one will be 180 students, year two 240 students and year three 300 students.

The instructional calendar and the bell schedule are below.

School Calendar

Ararat Charter School intends to start its first day for students on Tuesday, August 31, 2010, and teachers will report for staff development on Monday, August 16, 2010. The last day for students is on June 14, 2011.

- The total instructional minutes per regular day is 360 minutes.
- The total instructional minutes per minimum day is 275 minutes
- The annual instructional minutes for 177 regular days and 3 minimum days of attendance are 64,545.

Ararat Charter School will meet and exceed the minimum number of instructional minutes as set forth by Education Code 47612.5 (K-5 from 36,000-54,000 inclusive).

The proposed is a sample bell schedule to account for the 360 minutes of instructional time per regular day. It also shows proposed time blocks for explicit instruction in all content areas. In keeping with our constructivist and interdisciplinary approaches, teachers will exercise flexibility in providing developmental and grade level appropriate strategies, such as, learning centers, hands-on activities, different modalities, independent work, large and small group instruction, and team teaching.

Regular Daily Schedules (K-5)

Daily Schedule, Grades K – 1:

7:50	–	8:00	Opening Activities
8:00	–	9:15	Language Arts
9:20	–	9:35	Snack/Recess
9:40	–	10:40	Language Arts
10:45	–	11:45	Mathematics
11:50	–	12:30	Lunch
12:35	–	12:50	Teacher Read Aloud Story Time
12:50	–	1:40	Social Studies (M, Tu); Science (W, Th); Art (Fri)
1:45	–	2:05	P.E.
2:10	–	2:50	Foreign Language (M-Th); Perf. Arts (Fri)
2:50	–	3:00	Closing and Dismissal

Daily Schedule, Grades 2 – 3:

7:50	–	8:00	Opening Activities
8:00	–	9:30	Language Arts
9:35	–	9:55	Recess
10:00	–	11:00	Language Arts
11:00	–	12:00	Math
12:05	–	12:45	Lunch
12:50	–	1:40	Social Studies (M, Tu); Science (W, Th); Art (Fri)
1:45	–	2:05	P.E.
2:10	–	2:50	Foreign Language (M-Th); Perf. Art (Fri)
2:50	–	3:00	Closing and Dismissal
3:00	–	3:45	After School Interventions, Extracurricular (M-Th)

Daily Schedule, Grades 4 – 5:

7:50	–	8:00	Opening Activities
8:00	–	10:00	Language Arts
10:05	–	10:25	Recess
10:30	–	11:35	Math
11:40	–	12:40	Social Studies (M, Tu); Science (W, Th); Art (Fri)
12:45	–	1:25	Lunch
1:25	–	2:05	P.E.
2:10	–	2:50	Foreign Language (M-Th); Perf. Art (Fri)
2:50	–	3:00	Dismissal
3:00	–	4:00	After School Interventions, Extracurricular (M-Th)

Minimum Schedules (Grades K-5)

Minimum Day Schedule, Grades K - 1

7:50	–	8:00	Opening Activities
8:00	–	9:15	Language Arts
9:20	–	9:35	Snack/Recess
9:40	–	10:40	Language Arts
10:45	–	11:45	Mathematics
11:50	–	12:20	Lunch
12:25	–	12:40	Teacher Read Aloud Story Time
12:40	–	1:10	Social Studies/Science
1:10	–	1:30	Foreign Language
1:35	–		Dismissal

Minimum Day Schedule, Grades 2 – 3:

7:50	–	8:00	Opening Activities
8:00	–	9:30	Language Arts
9:35	–	9:55	Recess
10:00	–	11:00	Language Arts
11:00	–	12:00	Math
12:05	–	12:35	Lunch
12:40	–	1:10	Social Studies/Science
1:10	–	1:30	Foreign Language
1:35	–		Dismissal

Minimum Day Schedule, Grades 4 – 5:

7:50	–	8:00	Opening Activities
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8:00	–	10:00	Language Arts
10:05	–	10:25	Recess
10:30	–	11:30	Math
11:30	–	12:10	Social Studies/Science
12:15	–	12:45	Lunch
12:50	–	1:30	Foreign Language
1:35	–		Dismissal

Annual Calendar

School Months	Days Taught	Teacher Days
First Month Aug. 30 – Sept. 17	13	14
Second Month Sept. 20 – Oct. 15	19	20
Third Month Oct. 18 – Nov. 12	18	19
Fourth Month Nov. 15 – Dec. 10	18	18
Fifth Month Dec. 13 – Jan. 7	10	10
Sixth Month Jan. 10 – Feb. 4	19	19
Seventh Month Feb. 7 – Mar. 4	18	18
Eighth Month Mar. 7 – Apr. 1	19	20
Ninth Month Apr. 4 – Apr. 29	15	15
Tenth Month May 2 – May 27	20	20
Eleventh Month May 30 – Jun. 17	11	14
TOTALS	180	187

Holiday	Dates
Labor Day	Sept. 6, 2010
Veteran's Day	Nov. 11, 2010
Thanksgiving	Nov. 25 – 26, 2010
Winter Recess	Dec. 20 – Dec. 31, 2011
Martin Luther King, Jr.	Jan. 17, 2011
Lincoln's Birthday	Feb. 11, 2011
Washington's Birthday	Feb. 21, 2011
Spring Recess	Apr. 4 – 8, 2011

Teacher Work Year	
<i>School Closed for Students</i>	
August 16 - 27	Veteran's Day
August 30	Thanksgiving
September 24	Winter Recess
October 29	Martin Luther King, Jr.
April 24	Lincoln's Birthday
June 14 - 15	Washington's Birthday
June 17	Spring Recess

Grading Period

Trimester 1	Aug. 30 – Dec. 3
Trimester 2	Dec. 6 – Mar. 18
Trimester 3	Mar. 21 – Jun. 17

Testing Schedule

STAR – Apr. 18 – 29 tentative

Report Card Schedule

Trimester 1	Dec. 10
Trimester 2	Mar. 28
Trimester 3	Jun. 23

Ararat Calendar 2010 – 2011 at a Glance

August 16 – 27, 2010	Monday - Friday	Staff Development (<i>No School for Students</i>)
August 30	Monday	First Day for Teachers
August 31	Tuesday	First Day of School for Students
September 6	Monday	Labor Day Holiday (<i>No School</i>)
September 15	Wednesday	Parent Information Night (Min. Day/Students/Teachers)
September 24	Friday	Parent Conference Day (<i>No School for Students</i>)
October 29	Friday	Staff Development Day (<i>No School for Students</i>)
November 11	Thursday	Veteran's Day Holiday (<i>No School</i>)
November 25 – 26	Thursday - Friday	Thanksgiving Holiday (<i>No School</i>)

Dec. 20 – 31, 2011	Monday - Friday	Winter Recess <i>(No School)</i>
January 17	Monday	Martin Luther King Holiday <i>(No school)</i>
February 11	Friday	Lincoln's Birthday <i>(No School)</i>
February 21	Monday	Washington's Birthday <i>(No School)</i>
April 4 – 8	Monday – Friday	Spring Recess <i>(No School)</i>
April 25	Monday	Staff Development <i>(No School for Students)</i>
May 4	Wednesday	Open House <i>(Minimum Day/Students/Teachers)</i>
May 30	Monday	Memorial Day Holiday <i>(No School)</i>
June 14	Tuesday	Last Day for Students <i>(Minimum Day/Students)</i>
June 15 – 16	Wednesday – Thursday	Staff Development <i>(No School for Students)</i>
June 17	Friday	Last Day for Teachers

XIII: EMPLOYEE RIGHTS

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”

- California Education Code Section 47605 (b) (5) (M)

Employees of the District who choose to leave the employment of the District to work in Ararat Charter School shall have no automatic rights of return to the District after employment at Ararat Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreement.

Former District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

UTLA represented employees who chose to work at a start-up Charter School are governed by Article XII-B, Section 1.0 (b): Employees of Start-Up Charters. Employees may qualify for personal leaves of absence under Article XII, Section 17.0, Personal Leave (Unpaid), which grants an unpaid leave to permanent employees for a period not to exceed 52 consecutive calendar weeks.

Leave for classified employees and Teacher Assistants shall be for a minimum of one year. The leave shall be extended upon request of the employee; however, the total period of leave shall not exceed the duration of the initial charter.

Release Policy

Ararat Charter School, as the exclusive employer, will establish its own release policy guidelines. All staff will be evaluated on an annual basis. The decision to release an employee will be subject to their performance and evaluation by their supervisors.

Leaves

All requests for leaves of absence must be submitted in writing to the Principal. Moreover, an employee must provide Ararat Charter School with reasonable notice of his/her desire to take a leave of absence whenever possible.

Unless provided otherwise by a more specific policy or applicable law, all leaves of absence are available only on an unpaid basis.

If an employee fails to return to work on the next regularly-scheduled work day following the expiration of his/her leave, the employee will be considered to have voluntarily terminated his/her employment.

Ararat Charter School recognizes that special situations may arise where any employee must leave his/her job temporarily. At Ararat Charter School's discretion, an unpaid leave of absence may be granted. For benefited employees, unless otherwise required by law, benefits cease on the first day of unpaid leave, but the employee may purchase benefits through COBRA for up to thirty six months.

Employees requesting and receiving an unpaid leave of absence do so with the understanding that unless otherwise provided by law, there is no guarantee that the position they are leaving will be available upon their

return, and that continuing employment at Ararat Charter School will be contingent upon openings available for which the employee is qualified.

Family Care & Medical Leaves

Ararat Charter School will comply with the federal Family and Medical leave Act (FMLA) and the California Family Rights Act (CFRA), both of which require Ararat Charter School to permit each eligible employee to take up to twelve workweeks of unpaid FMLA leave in any twelve month period for the birth/adoption of a child or the placement of a child for foster care, the employee's own serious health condition or to care for certain family members who have a serious health condition. This policy is intended to provide an overview of Ararat Charter School's and the employee's obligations, but in no way is intended to increase or diminish the obligations set forth under federal and state law. For the purposes of this policy, all leaves taken under FMLA or CFRA will be unpaid.

To be eligible for FMLA leave, the employee must have been employed by Ararat Charter School for at least twelve months immediately preceding commencement of the FMLA leave.

An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.

An employee should request FMLA leave in writing from the directors. Before an employee will be permitted to return to work from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

Pregnancy Disability Leave

Ararat Charter School will comply with the California Pregnancy Disability Act. Employees will be granted six to eight weeks of unpaid leave for childbirth. Employees on Pregnancy leave must use their illness balance prior to taking the remainder of the leave as unpaid.

A medical certification from the appropriate medical provider is needed for approval of the pregnancy leave. All requests for Pregnancy Leave must be submitted to the administrators in writing 30 days prior to taking the leave.

Jury & Witness Duty

Regular full time and part time employees will be excused from work for required court duty as a juror or witness, but this time shall be unpaid.

Employees should notify their supervisors immediately when they receive notice to report for jury or witness duty.

Military Leave of Absence

Military leaves of absence will be granted without pay in accordance with state and federal law. However, in order to be eligible, employees must submit verification from the appropriate military authority. Employees are entitled to reinstatement upon completion of military service, provided an application is made within ninety days (90) of discharge or as otherwise provided by law.

Bereavement Leave

Each full time employee will be provided with three (3) paid bereavement days within California, and five (5) paid bereavement days out of state for family members. Family members will be defined as members of the employee's or spouse's immediate family which means the parents, grandparents, spouse, significant other, child or grandchild, brother or sister.

Illness Days

All certificated teachers at Ararat Charter School will receive ten (10) illness days each year. Ararat Charter School will allow certificated employees to accumulate illness days from one year to the next. Upon retiring or resigning from Ararat Charter School, Ararat Charter School will buy all unused illness days from the employee at the prevailing rate, or the employee may transfer the accumulated illness days to their new district per Ed. Code 44979 (Any certificated employee of any school district who has been an employee of that district for a period of one school year or more and who accepts a position requiring certification qualifications in another school district or community college district at any time during the second or any succeeding school year of his or her employment with the first school district, or who, within the school year succeeding the school year in which employment is terminated, signifies acceptance of his or her election or employment in a position requiring certification qualifications in another school district or community college district, shall have transferred with him or her to the second district the total amount of leave of absence for illness or injury to which he or she is entitled under Section 44978. The State Board of Education shall adopt rules and regulations prescribing the manner in which the first district shall certify to the second district the total amount of leave of absence for illness or injury to be transferred. No governing board shall adopt any policy or rule, written or unwritten, which requires any certificated employee transferring to its district to waive any part or all of the leave of absence which he or she may be entitled to have transferred in accordance with this section).

Classified employees working full time will receive ten (10) illness days per year. Ararat Charter School will allow classified employees to accumulate illness days from one year to the next. Upon retiring or resigning from Ararat Charter School, Ararat Charter School will buy all unused illness days from the employee at the prevailing rate.

Teaching Assistants do not qualify for illness or vacation days.

Vacation Days

Qualifying certificated and classified employees will receive 10 vacation days a year. All unused days may be accrued from one year to the next. Upon retiring or resigning from Ararat Charter School, Ararat Charter School will buy all unused vacation days from the employees at the prevailing rate.

XIV. DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”

- California Education Code Section 47605 (b) (5) (N)

A. DISPUTES BETWEEN CHARTER SCHOOL AND SPONSORING DISTRICT:

The staff and governing board members of Ararat Charter School agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Ararat Charter School recognizes that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with *EC Section 47604.5*, the matter will be addressed at the Charter School Division’s discretion in accordance with that provision of law and any regulations pertaining thereto.

Any controversy or claim arising out of or relating to the charter agreement between the District and Ararat Charter School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below:

- 1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing (“Written Notification”). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery, to the address of the person to receive personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. Written Notifications shall be addressed as follows:

*To Charter School:
c/o School Director*

*Ararat Charter School
Address: To be determined*

*To Director of Charter Schools:
Los Angeles Unified School District*

*Director of Charter Schools
Los Angeles Unified school District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017*

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery, to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American

Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

- 4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.
- 5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

District Inquiries

District inquiries shall be submitted to Ararat Charter School's administration both formally and informally. Every effort will be made to respond to inquiries in a reasonable amount of time in a formal or informal manner. Ararat Charter School has successfully addressed District inquiries in the past five years and will do so in good faith in the future.

XV. Employer Status and Collective Bargaining

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with section 3540) of division 4 of Title 1 of the Government Code).

- California Education Code Section 47605 (b) (5) (O)

Ararat Charter School shall be deemed the exclusive public school employer of the employees of Ararat Charter School for collective bargaining purposes, and will comply with all provisions of the Educational Employment Relations Act (EERA).

XVI. PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

- California Education Code Section 47605 (b) (5) (P)

Revocation

The District may revoke the charter of Ararat Charter School if Ararat Charter School commits a breach of any terms of its charter. Further, the District may revoke the charter if Ararat Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of the Ararat Charter School on any of the following grounds:

- Ararat Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Ararat Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Ararat Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Ararat Charter School violated any provisions of law.

Prior to revocation, and in accordance with California Education Code § 47607(d), the District will notify Ararat Charter School in writing of the specific violation, and give Ararat Charter School a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Charter Renewal

Ararat Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

Closure Procedures

The following are closing procedures that abide by California Education Code §47605(b)(5)(P), should Ararat Charter School close for any reason. The decision to close Ararat Charter School either by the Ararat Charter School governing Board or by the LAUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non renewed by the LAUSD Board of Education; Ararat Charter School board votes to close Ararat Charter School; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of Ararat Charter School will be issued by Ararat Charter School within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.

- b. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to LAUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by Ararat Charter School by registered mail within 72 hours of the decision to Closure Action.
5. The Ararat Charter School shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.
6. A financial closeout audit of Ararat Charter School will be paid for by Ararat Charter School to determine the disposition of all assets and liabilities of Ararat Charter School, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of Ararat Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Ararat Charter School will be the responsibility of Ararat Charter School and not LAUSD. Ararat Charter School understands and acknowledges that Ararat Charter School will cover the outstanding debts or liabilities of Ararat Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Ararat Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Ararat Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of Ararat Charter School and student transfers.
8. The Ararat Charter School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
9. In addition to a final audit, Ararat Charter School will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.
10. If Ararat Charter School is a nonprofit corporation, the corporation does not have any other functions than operation of Ararat Charter School, the corporation will be dissolved according to its bylaws.
 - a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
 - b. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Petition.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Ararat Charter School's right to operate as a charter school or cause Ararat Charter School to cease operation. Ararat Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should charter

school breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Facilities

If Ararat Charter School fails to submit a certificate of occupancy, issued by the applicable permitting agency, to the District not less than 45 days before Ararat Charter School is scheduled to open, it may not open unless an exception is made by the Charter Schools Division. If Ararat Charter School moves or expands to another facility during the term of this charter, Ararat Charter School shall provide a certificate of occupancy, issued by the applicable permitting agency, to the District for each facility at least 45 days before school is scheduled to open in the facility or facilities. Ararat Charter School shall not open in any location for which it has failed to timely provide a certificate of occupancy, issued by the applicable permitting agency, to the District, unless an exception is made by the Charter Schools Division. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process (Element 14).