CELEBRITY TROIKA CHARTER SCHOOL

Charter Renewal Petition

Submitted to the Board of Education Los Angeles Unified School District Charter Schools
Division 333 South Beaudry Avenue 25th Floor Los Angeles, CA 90017

Request for a Five-Year Term July 2012-June 2017

Submitted by Celerity Educational Group

On January 6, 2012
PREFERENCE FOR THIS PETITION

Celerity Educational Group submits this petition to the Los Angeles Unified School District as its sponsoring district and is requesting charter approval for a period of up to five years from July 2012 to June 2017. “In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032.”

Accordingly, the school is requesting preference in the review and approval process.

DISTRICT PRIORITIES IN GRANTING CHARTERS

Celerity Troika Charter School meets the vision and mission of the Los Angeles District Charter School Policy priority in granting charters.

• Celerity Troika Charter School will serve in a community where schools have historically low academic performance as measured by the Academic Performance Index (API).
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INTRODUCTION

Purpose

This is a renewal petition for a five-year term charter beginning in July 2012 to June 2017. The school will operate grades kindergarten through 8th grade. The number of students by the end of the charter term will be approximately 690. The school will operate on a 180-day, single track, and non-year-round calendar.

Celerity Troika Charter School (also referred to herein as, “CTCS” or “Charter School” or “School”) was an independent start-up charter school developed by the Celerity Educational Group, a non-profit organization. Celerity Educational Group has the primary goal of working with the Los Angeles Unified School District to help provide solutions to overcrowding and to improving academic performance and college-preparedness for all students. Celerity Troika Charter School stands ready to share data on its programs and serve as a laboratory to test, demonstrate, and disseminate information on effective practices that lead to improved student outcomes, teacher quality and increased parent involvement.

We believe that creating an excellent learning environment requires a strong and unwavering commitment to academic excellence and quality. Celerity Troika Charter School will be a learning community that offers a safe and conducive learning environment because students will feel un-alienated, nurtured and connected to caring adults. Teachers and staff will be trained to understand how they can establish deeper, genuine, and authentic rapport with students and extend more support in developing their academic potential. Our curriculum will incorporate the Principles of Learning together with Culturally Relevant Pedagogy and will be implemented through a Project Based Learning Model.

Mission

The mission of Celerity Troika Charter School (CTCS) is to provide a school where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

Vision

Celerity Troika Charter School will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

   Academic Excellence
   Our academic program will challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and supportive, involved community.
Mutual Respect CTCS will foster a culture of mutual respect that builds trust and engages students in learning.

Highly Qualified Teachers and paraprofessionals Teachers and paraprofessionals will meet NCLB standards as highly qualified.

Parental Investment and Community Involvement Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents will serve as catalysts to students’ success.

Respect and Diversity CTCS will be an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously with mutual respect, without compromising their beliefs and their identities. We will champion the cause of excellence and equity.

**Narrative of Typical Day at Celerity Troika**

A visitor to the school should expect to see students engaged in standards based curriculum with teachers as facilitators. Classrooms will show evidence of standards-based instruction and rigor. Student work will be showcased and graded according to standards-based rubrics. A visitor will also see the school’s technology plan in effect with laptops for students, projectors for teachers, TVs and DVD players, video on demand equipment, and other such equipment. A visitor should readily see that the technology is being used to increase the effectiveness of the curriculum. Students will be seen using mathematics software programs to learn abstract mathematics concepts visually. Students will be seen using laptops to do internet research, to write papers, and to create PowerPoint presentations. In addition, students will be seen taking grade-level standards-based assessments using internet-based software.

A visitor will also see students engaged in enrichment activities such as yoga, dance, and art. A visitor should also see dedicated staff directing and overseeing the students. A visitor will see and hear teachers engaged in conversations around weekly assessment data and how to use the data to drive instruction for the upcoming week. Teachers will be seen and heard sharing and implementing effective strategies and best practices as they strive to increase student achievement. There will also be evidence of parent involvement and extended learning time.

A visitor will also see an after school tutoring program which is focused on homework assistance and basic skills instruction through the use of technology. Students in the after school program will complete their homework with the assistance of tutors. Upon homework completion, students will work on standards that are aligned to that day’s classroom instruction through the use of technology programs such as Study Island and ST Math. A visitor to the school will also see that the culture is effective in uniting students and staff in a common educational endeavor and determining expectations for academic excellence and behavior.
Enabling Students to Become Lifelong Learners

The rigorous standards-based curriculum program design will address the specific content areas as delineated by the state approved educational frameworks and State Content Standards in the areas of integrated Language Arts, ESL, Mathematics, Science, Geography, History, Social Studies, and the Performing Arts. In addition, Celerity Troika Charter School will integrate core content areas throughout the instructional program through the use of project based learning and technology. The strategies used will include, but will not be limited to:

1. Individual student writing portfolios will be used at all grade levels to promote individualized writing skills and to develop student writing styles.
2. Through Project Based Learning students learn how to conduct research based on inquiry questions and learn to use problem solving skills to find answers to questions.
3. Multimedia and computers will be used in the classrooms by students to test their skills and apply them to real world problems. Students will also use laptops to conduct research and to assess their mastery of state content standards.

Affirmations and Assurances.

CTCS shall:

• Be nonsectarian in its programs, admission policies, employment practices and all other operations.
• Not charge tuition.
• Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
• Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
• Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
• Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
• Not require any child to attend the Charter School nor any employee to work at the charter school.

In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

No Child Left Behind

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As required under No Child Left Behind, Celerity Troika Charter School will work with its teachers and staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Celerity Troika Charter School is committed to reducing the education gap for all students. Celerity Troika Charter School will implement all provisions of No Child Left Behind including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school’s academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments.

(1) Application for Title I – as a fiscally independent charter school, Celerity Troika Charter School will apply directly to the State of California for Title I funding based on the number of documented low income students enrolled in the school. Documentation of eligibility will be based on one or more of the criteria established by the federal government in Public Law 107-110:
- Information regarding the number of children eligible to receive medical assistance under the Medicaid program.
- Information regarding the number of children eligible for free- and reduce-priced lunches.
- Information regarding the number of children receiving assistance under Cal works (formerly AFDC) Given the demographic data (high poverty, low performing, neighboring schools are Title I and are not meeting AYP) of our target communities, we anticipate that the majority of our students will continue to be eligible.

(2) Identification of Title I Students – Title I service to eligible students will be based on low achievement and the economic factors above. Students who are identified by staff as being the most at risk of failing to meet the state student performance goals will participate in the Title I program. Eligible students will be identified at the beginning of the school year as new students enroll.

(3) How the Needs of Identified Title I Students Will Be Met – Staff, parents and administrators will work together to develop individual learning plans to meet the needs of low performing at-risk students based on multiple assessments.

(4) Adherence to all NCLB requirements – Celerity Troika Charter School will continue to implement all provisions of No Child Left Behind including meeting its Adequate Yearly Progress goal, publicly reporting the school’s academic progress, providing extended learning for students falling behind who need extra help, teacher quality, and participating in all required assessments.

(5) Open Enrollment for All Students Including Students from Program Improvement Schools as NCLB Part of Public School Choice – Enrollment will be open to all students in the state of California whose parents voluntarily choose to apply for enrollment.

(6) Commitment to NCLB Highly Qualified Teachers and Paraprofessionals
- Celerity Troika Charter School teachers will be “highly qualified”.
- Paraprofessionals hired after January 8, 2002 will meet NCLB required criteria including:
  - completion of at least two years of study at an institution of higher education; will have
obtained an associate or higher degree or; met a rigorous standard of quality and will be able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.

(7) Adherence to Title I Accountability Including Adequate Yearly Progress (AYP)

Celerity Troika Charter School will adhere to the AYP requirements as specified under the No Child Left Behind Law.

Distinguishing Features of Celerity Troika Charter School

Higher Expectations
All students of Celerity Troika Charter School will work toward meeting or exceed the grade level content standards. We believe in setting higher standards and supporting students to meet them.

Block Scheduling
Our block scheduling strategy in the upper grades will provide extended class periods that provide teachers with the time necessary for in-depth lessons and experiential learning. These arrangements will permit more time for tutoring and intensive projects, facilitate enrichment, and allow lagging students to catch up and advanced students to delve into topics more deeply.

Academic Teaming
Our academic teaming program will organize groups of teachers across grade levels and departments, so that teachers share the same students rather than the same subject. Teaming will link teachers, who teach different subjects and grades, in a team that shares responsibility for the curriculum, instruction, evaluation, and scheduling and discipline of a group of 80-100 students. By creating a learning team we seek to personalize the learning environment by providing an integrated view of students' progress and creating a group of teachers who can focus together on the whole student. Our teachers will work in small collaborative teams with common planning time where teachers review weekly assessment data, reflect on the data, and develop effective strategies to address the needs presented by the data. Accountability for student success is a shared responsibility.

Parent Participation
We will include parents as an integral part of the day-to-day operations of the school. Through the school's PTO and site-based decision-making team, parents will work alongside school staff to set policy, raise funds, administer programs, and organize events. Parents will be invited into the school to volunteer. Monthly parent meetings will be held where parents are trained on using technology to support their child’s academic success, understanding their child’s assessment data, and advancing their parenting skills.

Extended Learning Time
All students will be provided a structured system of extra help and extra time to enable students
who may lack adequate preparation to complete an accelerated program of study that includes high-level academic content. Celerity Troika Charter School will provide after school classes in addition to providing 180 days of instruction per year. The after school classes will provide homework assistance, small group, and individual tutoring that is aligned to the instruction students receive from their teachers during the day. Students in the after school program will also be provided with additional opportunities to continue to work on technology programs such as Study Island and ST Math.

**Student Assessment**
Celerity Troika Charter School will use a variety of strategies for student assessment and program evaluation in order to continuously improve the school climate, organization, management, curricula, learning, and instruction. Students will be assessed using curriculum-based assessments, weekly internet based assessments, and benchmark assessments given every two months. Parents will have access to their child’s assessment information through parent meetings and the internet.

**Technology Integration**
Students and teachers will have adequate access to technology so that it can be used effectively in student learning, classroom instruction, data management and communication. The school will integrate electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Parents will have access to their child’s grades, attendance information, and meal participation via the internet. Parents will also have access to technology resources which they can use from home to assist their child with learning grade-level content standards.

**Superior Leadership**
The success of the school is dependent on the role that leadership plays inside and outside the classroom. All stakeholders will be afforded the opportunity to participate in leadership training and responsibilities. The leaders of Celerity Troika Charter School will be responsible for the implementation of the school’s mission and vision and will carry out their duties in a professional, responsible and ethical manner. Among other things, the leadership will carry out the following:

• They will use their influence and authority for the primary purpose of increasing student achievement and success.
• They will effectively communicate and engage stakeholders in the vision and mission of the school.
• They will generate and sustain a school culture conducive to student learning, staff professional growth and parent involvement.
• They will regularly monitor and evaluate the success of the school’s program.
• They will provide regular, public reports on the school’s progress towards achieving its goals to the school community and the school’s authorizer.
• They will make management decisions with the goal of optimizing successful teaching and learning experiences.
• They will treat all individuals with fairness, dignity and respect.
• They will have a cogent understanding of the laws that govern Celerity Troika Charter School and monitor the trends, issues and potential changes in the environment in which charter schools operate.
• They will abstain from any decision involving a potential or actual conflict of interest.
• They will respect diversity and implement practices that are inclusive of all types of learners consistent with the school charter.
ELEMENT 1: EDUCATIONAL PROGRAM

The address of the Charter school is 1495 Colorado Blvd., LA, CA 90041. The phone number of the Charter school is 323-344-0160. The contact person for the Charter school is Vielka McFarlane.

The term of this charter shall be from July 1, 2012 to June 30, 2017.

The grade configuration is Kindergarten through 8th grade. The number of students in the first year will be 480.

The grade level(s) of the students the first year will be Kindergarten through 8th grade. The scheduled opening date of the charter school is July 1, 2012. The admission requirements include: None. See Element 8.

The operational capacity will be 690 students.

The instructional calendar will be: 180 days traditional calendar. The bell schedule for the charter school will be: 8:10 AM to 2:45 PM.

If space is available, traveling students will have the option to attend.

In the Fall of 2007, Celerity Troika Charter School opened its doors to 124 students from the Jefferson Park/Crenshaw Community. During its first year, Celerity Troika was collocated at the Celerity Nascent campus. The following year, in the Fall of 2008, Celerity Troika relocated and opened its doors to 98 students from the Highland Park community. Celerity soon gained a reputation for having a quality instructional program. As this reputation spread throughout the community through word of mouth, our student population continued to grow each year. In the Fall of 2011, Celerity Troika opened its doors to 419 students and is currently located on two campuses, one of which is a Prop 39 campus collocated at Burbank Middle School.

During its first year of operation, Troika faced a major challenge: CST assessment results. During the Spring of 2008, Celerity Troika had an Academic Performance Index (API) of 592 and did not meet Adequate Yearly Progress (AYP) targets. In addition, Celerity Troika’s 2008 Statewide Rank was 1.

To address the 2008 API, AYP, and Statewide rank, we reallocated our resources in the following ways:

- Increased professional development – Celerity continues to focus on improving instruction and student achievement. We train teachers on culturally responsive standards-based teaching, the Principles of Learning, and Project-based learning. In addition, our professional development focuses on data, standards, and how to use both to drive instruction. Our teachers also undergo training on Bloom’s Taxonomy, ELD and SDAIE strategies, and differentiation of instruction to meet
the needs of our diverse learners. We believe that this is an on-going improvement process and we will continue to train and develop our staff.

• Additional support staff – Celerity hired a curriculum specialist in 2008 and added another curriculum specialist position in the Fall of 2011. The curriculum specialists’ primary responsibility is to increase academic student achievement by supporting and mentoring teachers. The Curriculum Specialists also provide professional development during weekly staff meetings and during pupil-free professional development days. The Curriculum specialists also meet weekly with grade-level teams to analyze assessment data and provide support in using the data to guide instruction. In addition, we have hired an additional full-time technology instructor and a full-time technology specialist to support Celerity’s network and use of technology in the classrooms.

• ST Math software was purchased school-wide to increase student performance in math. Students learn critical thinking math and problem solving skills through the use of technology. Students are motivated to learn abstract math concepts visually through comprehensible steps.

• Study Island - Celerity used Study Island assessments to monitor student achievement on a weekly basis. During weekly grade-level team meetings, teachers analyzed Study Island data to monitor student achievement, determine student strengths and needs, and share successful strategies and techniques. Teachers use this data to guide their instructional planning for the upcoming week. Parents have opportunities to access Study Island home practice accounts. Through these accounts, parents are able to support their child’s academic progress.

• DataDirector Assessments - Celerity Troika Charter School uses DataDirector assessments four times each school year to monitor student achievement and guide instruction. The benchmark assessments were given in October, December, February and April of each school year. Each assessment was aligned to the California State content standards and assesses mastery of these standards. During pupil-free professional development days, teachers analyzed the DataDirector results to identify re-teach standards and revised lesson plans to incorporate these standards. DataDirector results were shared with parents and students through meetings, conferences, and data walls. All stakeholder groups used DataDirector results to celebrate progress and identify areas for growth.
Think Together After School Program – In the Fall of 2008, this after school program was brought to Celerity to provide after school academic support that focuses on a standards-based curriculum for our students who are at-risk of being retained. The site coordinator met with teachers to develop an individualized learning plan for students and to coordinate the after school learning activities with the learning from the school day. The afterschool program also provided additional opportunities for students to take advantage of the Study Island and ST Math programs. In the Fall of 2009, the after school program was no longer outsourced to Think Together, but rather we brought the program in-house in order to more closely monitor program implementation and student achievement. We are committed to ensuring that student achievement at Celerity continues to improve every year.

The changes implemented above have resulted in a 282 point increase in our 2009 API raising our API to 874. During the Spring of 2009, Celerity Troika also met AYP and scored a Statewide rank of 9. The following year, Celerity Troika’s 2010 API was 932 with a Statewide rank of 10 and a Similar schools rank of 10. Celerity Troika also met AYP in 2010. In the Spring of 2011, Celerity Troika scored an API of 970 and met all AYP targets. We will continue to implement the changes listed above and continue to increase student achievement through data-driven instruction.

In retrospect, one of our greatest successes is the use and implementation of technology into our curriculum. Celerity Troika Charter School currently owns 224 laptops for student use, resulting in 1 laptop for every 1.8 students. Instructors plan lessons that integrate technology with student projects. Teachers and students use laptops weekly for ST Math practice and Study Island Assessments. In addition, every classroom is equipped with a media cart which contains a document projector and LCD projector for instructional use. Celerity also uses PowerSchool as our student information system. Through PowerSchool, parents are able to log into their child’s grade-book at their convenience to monitor and track their child’s attendance, meals, and academic progress. Students can also access ST Math and Study Island from home via the internet for extra practice. We will continue to develop our technology program and plan to incorporate V-brick technology as an instructional tool into the classroom in the near future.

Another success is our teacher retention rate of 90%. Teachers feel supported by each other and work collaboratively to increase student achievement. Celerity teachers also communicate with parents on a regular basis regarding the academic progress of their child. Conferences, classroom newsletters, emails, and phone calls are just a few examples of communication methods between teachers and parents. In addition, the administrative team has an open-door policy for teachers to address concerns and to offer support. Celerity will continue to hire credentialed teachers who have a commitment to and passion for working with at-risk students. Celerity’s in-seat attendance rate of 98.1 % is a testament to a school
environment where teachers genuinely care about each student and students in turn are motivated to come to school and learn.

Celerity Troika Charter School has fulfilled and continues to fulfill the mission set forth in our original charter petition: The mission of Celerity Troika Charter School (CTCS) is to provide a school where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities. In accordance with our mission, we have enrolled at-risk students and many of our students come from program improvement schools. The median resident schools from which our students come from are in Program Improvement year 2 with a state API ranking of and a similar schools ranking of 3. Celerity teachers hold high expectations for each student while motivating and challenging students through hands-on projects and learning activities. Although our student population has grown from 124 students in 2007 to 419 students in 2011, our students have outperformed median resident schools on the spring STAR/CST exams for the past four years.

In accordance with our charter, our curriculum is aligned to California State Content Standards. We have purchased and use Houghton-Mifflin/McDougal Littell for Language Arts and Social Studies, Saxon/McDougall Littell for Math, and CPO/Foss Kits for Science. Students are provided with textbooks and learning materials to facilitate the learning process. Integrated into our curriculum are the Principles of Learning and Culturally Relevant Pedagogy. Our teachers are trained and work in collaborative grade-level teams to infuse principles such as academic rigor, accountable talk, clear expectations, recognition of accomplishment and fair and credible evaluations. The cultures from which our students come from are valued assets that are respected in the classrooms and used to enhance student learning. In addition, students are allowed opportunities to demonstrate and integrate their learning through projects and hands-on learning activities.

Best practices at Celerity include:

- **Collaboration** – teachers meet weekly in grade-level teams to analyze and disaggregate data, use the data to drive instruction, to share successful strategies, and to support each other.

- **Data driven instruction** – on a weekly and bi-monthly basis, teachers analyze Study Island and DataDirector Assessment results to identify student strengths and areas of need. This data is then used to guide lesson planning and design for the next week, or assessment period.

- **Communication** – at Celerity we believe in over-communication. Teachers, parents, staff and administrators communicate via telephone, cell phone, email, conferences, newsletters, and texting to ensure the success of each student.
PowerSchool is also another tool for communication with parents regarding their child’s academic progress.

- Technology – technology is integrated into the curriculum for instructional delivery, for assessments such as Study Island, for teaching math skills through ST Math, and to maintain our student information system on PowerSchool.

Meeting the needs of subgroups:

English Language Learners - Another success is our English Language Learner reclassification rate. Since opening in 2007, our English Language Learner population has grown from 18 ELLs to 61 in 2010. In 2009, Celerity’s re-designation rate was 14.8%. At the end of our third year, Celerity re-designated 18 students as Fluent English Proficient. Most recently, in 2011, Celerity re-designated 31 students as Fluent English Proficient. Professional Development is provided for Celerity teachers on ELD standards, the ELD portfolios, and reclassification criteria. Teachers also use SDAIE and ELD strategies to meet the needs of ELL students.

African-American, Latino, and Socio-Economically Disadvantaged Students – Celerity teachers incorporate culturally responsive teaching and learning to tap into students’ prior knowledge and interests. In addition, teachers practice clear expectations, incorporate a variety of strategies and techniques to check for understanding, and deliver instruction in a variety of modalities to tailor learning for different learning styles. Teachers use data and assessments, formal and informal, to target student needs, create flexible grouping, and guide instruction. Teachers have also been trained in and incorporate Bloom’s Taxonomy into classroom instruction.

Students with Disabilities – Students with disabilities are provided services according to their IEPs. Teachers are trained in accommodations and modifications and provide accommodations for students as needed and/or required. The school Resource Teacher provides a variety of support services such as consulting with classroom teachers, providing push-in and pull-out services, and team-teaching with general education teachers. Celerity has also begun implementing Response to Intervention where both students with IEPs and general education students receive small group instruction from the Resource Teacher on an as-needed basis. A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and Celerity Troika Charter regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.

WASC – In October 2008, we received our initial visit from a WASC team. In January of 2009 we received confirmation that Celerity Troika Charter School is WASC accredited.
through June 20, 2012. We are currently undergoing our first full self-study and anticipate continued accreditation through June, 2018.

The governing board of Celerity Troika Charter School, Celerity Educational Group, consists of educators, with over three decades of combined years of experience in the K-12 setting. Sound decisions that affect the educational program at Celerity are based on first-hand experiences in education as classroom teachers, coordinators and administrators. In addition, CEG board members also have legal and business experience and make sound legal and business decisions for the school. Specifically, the CEG board has made decisions that contribute to Celerity’s success in the following ways:

- **Teacher Recruitment** – Our teacher salaries are competitive with LAUSD’s salary table. This allows us to selectively recruit qualified candidates. Highly qualified teachers are recruited through various search methods, such as EdJoin and partnerships with Schools of Education at local universities such as Pepperdine University, University of Southern California, University of California Los Angeles, Occidental College, California State University Los Angeles, and California State University Dominguez Hills.

- **Salary, benefits, and class size** – In the midst of the recent budget cuts, the CEG board did not cut teacher salaries, maintained Celerity’s benefits package, and refused to increase class size. This has had a significant positive impact on teacher retention, staff morale, and maintaining small classroom learning environments.

- **Meal Program** – The CEG board has approved our meal policy where all students regardless of free or reduced lunch status are fed breakfast and/or lunch to ensure that hunger is not an obstacle to learning.

- **Reallocation of Resources** – The CEG board members exemplify their commitment to academic excellence through their decision to reallocate and prioritize resources in the midst of budget cuts. In response to our Spring 2008 API, the board has approved bringing in a new afterschool program which is standards-based, adding additional formative assessments such as Study Island and DataDirector, purchasing ST Math software to improve math instruction, and hiring additional support staff (curriculum specialists and technology instructors) to support instruction and technology integration in the classroom.

Since 2007, Celerity Troika Charter School has increased the achievement of at-risk students. This has benefited the district in serving their at-risk students, as many of our students come from resident schools within the Los Angeles Unified School District. Long-term, the district is benefited by Celerity’s commitment to academic excellence and high expectations, as we
do not have a high school and many of our students who culminate in the 8th grade matriculate into LAUSD high schools. The students from Celerity entering into LAUSD high schools will be well-prepared for high school A-G requirements and college preparatory classes. In addition, Celerity is an example of a successful co-location charter-district relationship. Our co-location relationship with Burbank Middle School serves as a model for other LAUSD campuses contemplating co-location agreements.

Through Celerity, the Highland Park Community has gained a community partner to educate their children, hold advisory council meetings, and host community events. Parents, students, and staff members volunteer to donate food and clothes for the community, host seasonal community events and help out at local preschools. Many of our parents refer to Celerity as their “second home.” Parents volunteer on a daily basis and many express their appreciation for the opportunity to be an active participant in their children’s education.

Students who attend Celerity will have an opportunity to be challenged in an environment where high expectations and academic excellence will be non-negotiable. Students will benefit from a small, safe school environment where a respect for each other and each other’s differences will prevail. Students who attend Celerity will benefit from an environment where parents and teachers will work in partnership to meet student achievement goals.

Mission

The mission of Celerity Troika Charter School (CTCS) is to provide a school where at risk students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

Vision

Celerity Troika Charter School will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

Academic Excellence

Our academic program will challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and supportive, involved community.

Mutual Respect

CTCS will foster a culture of mutual respect that builds trust and engages students in learning.

Highly Qualified Teachers and paraprofessionals
Teachers and paraprofessionals will meet NCLB standards as highly qualified.

Parental Investment and Community Involvement
Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents will serve as catalysts to students’ success.

Respect and Diversity
CTCS will be an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously with mutual respect, without compromising their beliefs and their identities. We will champion the cause of excellence and equity.

Who the School is Attempting to Educate
Celerity Troika Charter School will serve students in grades K through eight. Enrollment in July 2011 will be 480 students in kindergarten through eighth grade. The school will expand to 690 students in grades kindergarten through eighth grade by the end of the charter term. Class size will be 20 students in grades K through third and 25 students in grades fourth through eight. Most of the schools in the community that Celerity Troika is attempting to serve (elementary, middle, and high) have an API Statewide rank of 4 or less. All of them are also Program Improvement Schools. Approximately 86% of the community’s students qualify for the free or reduced lunch program; and at least 27% of the elementary and middle school children are Limited English Proficient. The community is mostly Latino.
## DEMOGRAPHIC INFORMATION FOR CELERITY TROIKA CHARTER SCHOOL
(Surrounding schools data)

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<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met School-wide Growth Target?</th>
<th>Met all Sub-group Growth Targets?</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Latino</th>
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<td>API score</td>
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<td>Similar Schools Rank</td>
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<td>% of Special Ed. Students</td>
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What it Means to Be an Educated Person in the 21st Century

An educated person in the 21st century will be one who is a:

- Creative thinker: Creates his/her own solutions/suggestions, brings new insights to the topic, and is able to apply prior learning to new contexts.

- Engaged learner: Applies a learning strategy for a given learning situation.

- Constructor of knowledge: Embarks on understanding tasks and learning.

- Flexible thinker: Adapts to new learning contexts and tasks by connecting, organizing, and working previous skills and knowledge into new structures.

- Critical thinker: Approaches a task by comparing, refining, and selecting from what he or she knows in order to find the best solution to the problem.

- Transfers information: Makes connections to prior knowledge and determines how the information will be used in the future.

- Sense-maker: Re-organizes and extrapolates familiar patterns so that they become meaningful in a new situation.

Means to Achieve Vision and Mission (How Learning Best Occurs)

Celerity will achieve its mission and vision by implementing its five Core Practice Benchmarks:

I. Learning Activities
   a. Implementing clear challenging learning activities across the school
   b. Designing compelling topics and guiding questions
   c. Designing project-based activities
   d. Incorporating fieldtrips, local expertise, and service learning
   e. Producing and presenting high quality student work
II. Active Pedagogy
a. Using effective instructional practices school-wide
b. Teaching reading across the disciplines
c. Teaching writing across the disciplines
d. Teaching inquiry-based math, science and social studies
e. Learning in and through the Arts
f. Using effective assessment practices

III. Culture and Character
a. Building school culture and fostering character
b. Ensuring equity and high expectations
c. Fostering a safe, respectful, and orderly community
d. Promoting adventure and fitness
e. Developing a professional community
f. Engaging families in the life of the school

IV. Leadership and school improvement
a. Providing leadership in curriculum, instruction, and school culture
b. Sharing leadership and building partnerships
c. Using multiple sources of data to improve student achievement
V. Structures
a. Designing time for student and adult learning
b. Creating structures for becoming well acquainted with students

Curriculum and Instructional Methods to Ensure that Standards are Met

The instructional program is built around Lauren Resnick’s Nine Principles of Learning. The goal of the program is to create intelligence by teaching in ways that foster learning-oriented goals, and by organizing our schools in ways that promote effort.

Daily expectations will be placed on students socializing them to be responsible for using metacognitive strategies and skills such as memorizing, using resources, reasoning, problem-solving, and decision-making. Students will be taught how and when to ask questions, when it is okay to request assistance, when to collaborate, and when it is appropriate to struggle through on their own for a while.

More specifically, the middle school program will consist of features that address the needs of the middle school students, such as a block schedule and the recruitment of teachers who hold single subject credentials in English, Math, Science, Social Studies and Art or teachers who hold multiple subject teaching credentials with subject matter authorizations in the core content areas listed above. This targeting recruitment of teacher with in-depth subject matter knowledge and expertise will ensure that teachers understand the more complex middle school standards and are able to teach students the grade-level appropriate content standards with depth and that students are able to demonstrate mastery of the content standards.

During block scheduling, students will transition between teachers and attend 3 classes of 100 minutes on Mondays, Tuesdays, Thursdays, and Fridays, meeting with their odd period teachers on Mondays and Thursdays and meet with their even period teachers on Tuesday and Fridays.
On Wednesdays, students will meet and attend all 6 periods for 50 minutes each. During the last 35 minutes of each school day, the review/ESL/IWT block will be devoted to ELD instruction for ELL’s while non-ELD students go to their homeroom Advisory period for support.

The block scheduling will enable our teachers to implement project-based integrated and thematic instructional strategy by providing more time per class session to teach grade-level content standards with depth and mastery while integrating content areas and using hands-on learning activities. As students transition into the middle school environment, the block schedule will also allow for more technology instruction and will allow for technology to be integrated into the other core content areas. The goal of the technology program is for students to be technologically literate, knowing how to use the computer in the ways professional use it daily. In addition to receiving explicit instruction in basic typing skills, Word, Excel, PowerPoint, students will learn illustration and modeling applications in order to generate art work. Multi-media arts (music and video production) will be integrated through projects in a variety of subjects (creating movies of ways to meet the Millennium Development Goals, music videos explaining the structures within human cells and the functions of each structure, etc.).

1. The Instructional Environments

Celerity’s environment will provide evidence of a highly rigorous curriculum, clearly focused and articulated. It will be implemented in a way that demands a significant amount of active mental work and questioning from not just some, but all of the students. This environment will be comprised of the principles explored below:

- **Academic Rigor in a Thinking Curriculum**

  This principle calls for a commitment to a knowledge core. Students only acquire robust, lasting knowledge if they themselves do the mental work of making sense of the problem. Students will construct their own knowledge, and the ideas they develop will be in good accord with known facts and established concepts.

  Celerity will integrate rigor of content with high-level thinking and active use of knowledge. Reading comprehension, reasoning, writing, and problem-solving - all of these thinking skills depend on what an individual knows.

  We will have an articulated curriculum that progressively deepens students' understanding of core concepts while avoiding needless repetition.

  Every instructional task and assignment, including extended projects in which original work and revision to standards is expected, will demand students to raise questions, problem solve, think and reason. Students will be challenged to construct explanations for their thinking and justification for their arguments, not just to get the right answers.

- **Accountable Talk**

  During whole class discussion, small group work, peer or teacher conferences, and interviews, students will be accountable to: the learning community; knowledge and
standards of evidence that are appropriate to the subject; and generally accepted standards of reasoning. Students will need to explain their reasoning, give justifications for their proposals and challenges, recognize and challenge misconceptions, demand evidence for claims and arguments, or interpret and re-voice other students’ statements.

○ Clear Expectations

Teachers will communicate clear expectations about what students will learn, how they will learn, and what qualifies as good work. They will set explicit content and performance standards that all students will work to achieve, and will make those standards clear to everyone—students, teachers, principals, parents, and the community—by displaying and discussing them regularly. Students will know what is expected and will be able to assess their progress toward a set goal. They will therefore be able to take responsibility for their own learning. Students’ accomplishments will frequently be recognized and celebrated.

Students will internalize the expectations by developing rubrics and criteria charts that express the standards for quality work in their own words. By reflecting on exemplars and models of student work that meet or are on the way to meeting standards, students will learn to judge the quality of their own and others’ work.

○ Self-Management of Learning

Students will be explicitly taught to assume responsibility for their own learning through scaffolded learning experiences. They will monitor and regulate their own cognitive processes with increasing spontaneity and sophistication. They will monitor their own understanding of concepts and reflect what is being learned. They will check for new insights among prior understanding, and connect new information to their background knowledge by using metacognitive skills as well as by taking responsibility for their own learning. Since students will take responsibility for their own engagement with learning, they will work productively, independently, with a partner, or in small groups—without the need for constant adult supervision.

○ Learning as Apprenticeship

Extended projects and presentations of finished work to interested and critical audiences will be used. The environment will be organized so that complex thinking and production is modeled and analyzed.

Celerity will utilize cognitive apprenticeship which includes: modeling and observation, active practice, scaffolding, coaching, and guided reflection.

• Modeling and observation. Through this observation, mediated by conversations in which critical features of the work or product are pointed out and processes analyzed, students will learn to discriminate good from poor practice, and acceptable from unacceptable outcomes.

• Active practice. Students will practice learning by developing products and performances under controlled conditions in and beyond the classroom.

• Scaffolding. Products will be created jointly with apprentices doing the part they can and
masters or more advanced apprentices doing the more demanding parts. As student apprentices begin to develop competence in a content area, teachers will gradually reduce the amount of support and scaffolding. Self-management skills will develop alongside expertise.

- Coaching. Student apprentices will be coached by their teachers, visiting experts, and their more advanced peers, who observe, comment, challenge and suggest modification to the work.

- Guided reflection. Students will have the opportunity to continually engage in considering, evaluating, and improving on their work.

  - Fair and Credible Evaluations

  The content of the evaluations will be known in advance, allowing for systematic and effective study. The content of the evaluation will be related to the taught curriculum.

  - Recognition of Accomplishment

    Students’ progress toward the achievement of rigorous performance standards will be frequently recognized and celebrated by special events and occasions that regularly allow family members, friends, and others who are important in their lives to witness and applaud the children’s accomplishments.

2. Culturally Responsive Standards-Based Classrooms and School

Teachers, administrators, and support staff will communicate high expectations and through their words and actions, respect for students’ culture, history, heritage and contextual cultural reality. The indicators for this model will be found in the classroom and school environment, in lesson activities, and in student work.

**Classroom and school environment** will reflect students’ culture and cultural context with multimedia learning centers that provide access to diverse learning styles such as listening centers, video equipment and computers. The classroom libraries will be culturally relevant and will reflect the students’ specific cultures. The learning environment will reflect student participation in a variety of ways, such as student created bulletin boards, presentations, project displays, etc.

**Lessons and activities** will connect content with students’ prior knowledge, life experiences, contextual reality, and cultural history. The units will extend into students’ lives outside of school. Teachers will utilize KWL charts, graphic organizers and culturally connected instructional strategies such as mnemonics, and storytelling. The school, home, and community activities will authentically bring parents and families into academic units study.

**Student Work and projects** will be displayed at various stages of development and will evidence their understanding of content in a manner that connects to their lives, culture, and cultural context. Teachers will use authentic and alternative assessment instruments and student created rubrics and criteria charts to inform instruction and celebrate successes.

3. Curriculum
CTCS will instruct students in the California Content Standards and use the California Content Standards to: align the curriculum, assess and monitor student progress, design systematic support and intervention programs, and encourage parent investment and community involvement.

After enrollment, all students will be assessed to identify opportunities for support and/or enrichment. Prior to the beginning of the school year, the teacher will meet with the parents to discuss an individual plan for the student’s learning. The curricular standards will be broken down by quarterly reporting periods. The parent will be able to assist with the development of the learning plan in a format that is comprehensible to them such as checklists, etc. The parent will also have an opportunity during this meeting to provide additional information that will assist the student’s learning. Student assessments throughout the school year will be formative and summative such as: (1) state-mandated standardized tests, (2) school-designed test using school generated rubrics based on state standards, (3) portfolios, (4) exhibits, (5) publisher-developed assignments and tests. The CST will be the primary summative assessment utilized by CTCS.

Teachers will use the following instructional techniques to teach students the subject matter set forth in the standards: direct instruction, explicit teaching, knowledge-based learning, discovery-learning, investigatory, inquiry-based, problem solving-based, guided discovery, set-theory-based, progressive, or other methods. These techniques will be utilized in the four core areas.

**Language Arts** - The ultimate goal of the program will be to develop life-long writers and readers. Students will become strategic thinkers who use what they already know and what the text says to construct meaning. Students will read authentic texts and write for real purposes on a daily basis. They will experiment with a variety of genres. English, spelling, handwriting and other mechanics will be taught within writing workshops.

**History / Social Science** - Students will acquire core knowledge in history and social science while they develop critical thinking skills such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students will also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Students will use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them.

Through the mastery of the standards, students will know the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come.

**Science** – Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Using both the
hands-on FOSS in conjunction with the State Adopted FOSS Science Resources textbooks to complement the FOSS investigations and provide content-area reading, and CPO science curricula teachers will ensure students have access to an engaging and challenging curriculum. For example, science assessments will include sections that focus on the key terms and ideas of a unit as well as a performance task component that requires students to synthesize and analyze data from laboratory experiments. Science teachers will also integrate math to reinforce key mathematical concepts, such as graphing and measurement skills. Students will also begin to understand how scientific processes operate and how those processes relate to one another.

Students will integrate the core concepts of science into a greater understanding of history-social science, mathematics, and language arts; develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that produce active and thoughtful scientists; understand and intuitively use the scientific method (identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry); and reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.

Students will practice essential investigation and experimentation skills that will continue to be developed through middle and high school. Students will participate in structured activities and work with expository reading materials that connect the world around them to the science content. Students will raise questions, follow their curiosity, and learn to be analytical. They will be encouraged to practice open and honest expression of ideas and observations; they will learn to listen to and consider the ideas and observations of other students.

Mathematics - Students will acquire computational and procedural skills, conceptual understanding, and problem solving skills. They will:
• Develop fluency in basic computational skills and procedural skills.
• Develop an understanding of mathematical concepts.
• Recognize and solve routine problems readily, and find ways to reach a solution or goal where no routine path is apparent.
• Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
• Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.
• Connect mathematical ideas and make connections between mathematics and other disciplines.
• Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices.
• Develop an appreciation for the beauty and power of mathematics.

Technology
By implementing technology with the curriculum, Celerity Troika Charter School will ensure that students learn computer skills while pursuing academic goals. CTCS will maintain mobile laptop labs in locked carts to ensure that all students have access to laptops for technology instruction. The school will provide students with safe and secure internet access for learning. The following is a list of some of web-based technology resources that will be used to supplement the trimester projects and to teach technology skills:
The following websites will be used to teach academic search engines:
www.askkids.com www.kidsclick.org
www.yahooligans.com
www.bensguide.gpo.gov/subject.html
www.factmonster.com
www.lawforkids.org/search.cfm

Celerity Troika Charter School will have two curriculum specialists, one to focus on the elementary grade levels and one to focus on and meet the specific needs of the middle school grades. The curriculum specialists’ primary responsibility will be to increase academic student achievement by supporting and mentoring teachers. The Curriculum Specialists will be in the teachers’ classrooms daily, conducting observations, performing model demo lessons, and teach teaching, in order to monitor the instructional methods being used by teachers. The Curriculum Specialists will also provide professional development during weekly staff meetings and during pupil-free professional development days. The Curriculum specialists will also meet weekly with grade-level teams to analyze assessment data and provide support in using the data to guide instruction. Through these daily interactions with teachers and through grade-level team meetings, the Curriculum Specialists will gather data which informs and drives teacher professional development. The Principal and Curriculum Specialists will meet weekly to review and analyze assessment data and classroom observations. The Principal and Curriculum Specialist will then strategize and plan for professional development and grade level team meetings based on this data.
Professional Communities through Academic Teaming

Our academic teaming program will organize groups of teachers across grade levels 6, 7, and 8 and departments (English, Math, Science, Social Studies, Art and P.E.) so that teachers share the same students rather than the same subject. Teaming will link middle school teachers, who teach different subjects and grades, in a team that shares responsibility for the curriculum, instruction, evaluation, and scheduling and discipline of a group of 80-100 students. By creating a learning team we seek to personalize the learning environment by providing an integrated view of students' progress and creating a group of teachers who can focus together on the whole student. Our teachers will work in small collaborative teams with common planning time (after school for a 2 hour block of time in addition to the weekly staff meetings) where lessons will be studied as a learning community and where accountability for student success will be a shared responsibility. Weekly Study Island data will be reviewed and analyzed, and action plans will be created to strategically target students not demonstrating proficiency.

All teachers will work in small collaborative teams where lessons will be studied as a learning community and where accountability for student success will be a shared responsibility. At grades K through 6 (self-contained) teachers will meet weekly in grade-level teams to review weekly Study Island data and strategically plan lessons for the upcoming week to re-teach students not demonstrating proficiency. Teachers of grades 6 through 8 who participate in the block scheduling at Celerity Troika Charter School will meet as a team across grade levels 6, 7, and 8 and departments (English, Math, Science, Social Studies, Art and P.E.) so that teachers share the same students rather than the same subject. Celerity Troika Charter School will recruit highly qualified new and experienced credentialed or university intern teachers who fully meet the No Child Left Behind criteria and are committed to our core values and beliefs. Celerity Troika will recruit through hiring fairs, advertising, and targeted University contacts.
CTCS will instruct students in the California Content Standards and use the California Content Standards to align the curriculum, assess and monitor student progress; design systematic support and intervention programs; and encourage parent investment and community involvement. CTCS will transition into and implement the Common Core Standards based on the State established timeline.

English Language Arts

Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

<table>
<thead>
<tr>
<th>kinder</th>
<th>1st</th>
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</thead>
<tbody>
<tr>
<td><strong>Concepts About Print</strong></td>
<td><strong>Concepts About Print</strong></td>
</tr>
<tr>
<td>1.1 Identify the front cover, back cover, and title page of a book.</td>
<td>1.1 Match oral words to printed words.</td>
</tr>
<tr>
<td>1.2 Follow words from left to right and from top to bottom on the printed page.</td>
<td>1.2 Identify the title and author of a reading selection.</td>
</tr>
<tr>
<td>1.3 Understand that printed materials provide information.</td>
<td>1.3 Identify letters, words, and sentences.</td>
</tr>
<tr>
<td>1.4 Recognize that sentences in print are made up of separate words.</td>
<td><strong>Phonemic Awareness</strong></td>
</tr>
<tr>
<td>1.5 Distinguish letters from words.</td>
<td>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</td>
</tr>
<tr>
<td>1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</td>
<td>1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).</td>
</tr>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>1.6 Create and state a series of rhyming words, including consonant blends.</td>
</tr>
<tr>
<td>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/).</td>
<td>1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).</td>
</tr>
<tr>
<td>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).</td>
<td>1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).</td>
</tr>
<tr>
<td>1.9 Blend vowel-consonant sounds orally to make words or syllables.</td>
<td>1.9 Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /f/ l/ ch/ = rich).</td>
</tr>
<tr>
<td>1.10 Identify and produce rhyming words in response to an oral prompt.</td>
<td><strong>Decoding and Word Recognition</strong></td>
</tr>
<tr>
<td>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</td>
<td>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.</td>
</tr>
<tr>
<td>1.12 Track auditorily each word in a sentence and each syllable in a word.</td>
<td>1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).</td>
</tr>
<tr>
<td>1.13 Count the number of sounds in syllables and syllables in words.</td>
<td>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</td>
</tr>
<tr>
<td><strong>Decoding and Word Recognition</strong></td>
<td>1.13 Read compound words and contractions.</td>
</tr>
<tr>
<td>1.14 Match all consonant and short-vowel sounds to appropriate letters.</td>
<td>1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).</td>
</tr>
<tr>
<td>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</td>
<td>1.15 Read common word families (e.g., -ite, -ate).</td>
</tr>
<tr>
<td>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</td>
<td>1.16 Read aloud with fluency in a manner that sounds like natural speech.</td>
</tr>
<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
<td><strong>Vocabulary and Concept Development</strong></td>
</tr>
<tr>
<td>1.17 Identify and sort common words in basic</td>
<td>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</td>
</tr>
<tr>
<td>Category</td>
<td>2nd Grade</td>
</tr>
<tr>
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</tr>
<tr>
<td>Decoding and Word Recognition</td>
<td>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</td>
</tr>
<tr>
<td></td>
<td>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant-consonant-vowel = sup/ per).</td>
</tr>
<tr>
<td></td>
<td>1.3 Decode two-syllable nonsense words and regular multisyllabic words.</td>
</tr>
<tr>
<td>Vocabulary and Concept Development</td>
<td>1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/ flies, wife/ wives).</td>
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<tr>
<td></td>
<td>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</td>
</tr>
<tr>
<td></td>
<td>Vocabulary and Concept Development</td>
</tr>
<tr>
<td></td>
<td>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</td>
</tr>
<tr>
<td></td>
<td>1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Recognition</td>
<td>1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</td>
<td>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</td>
</tr>
<tr>
<td></td>
<td>Vocabulary and Concept Development</td>
<td>Vocabulary and Concept Development</td>
</tr>
<tr>
<td></td>
<td>1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</td>
<td>1.2 Use word origins to determine the meaning of unknown words.</td>
</tr>
<tr>
<td></td>
<td>1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.</td>
<td>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</td>
</tr>
<tr>
<td></td>
<td>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).</td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>1.5 Use a thesaurus to determine related words and concepts.</td>
<td>1.5 Understand and explain the figurative and metaphorical use of words in context.</td>
</tr>
<tr>
<td></td>
<td>1.6 Distinguish and interpret words with multiple meanings.</td>
<td></td>
</tr>
</tbody>
</table>
### Word Recognition
1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

1.2 Vocabulary and Concept Development
1.2 Identify and interpret figurative language and words with multiple meanings.
1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).

### Word Analysis, Fluency, and Systematic Vocabulary Development

#### Vocabulary and Concept Development
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

### Reading: 2.0 Reading Comprehension

#### Kinder
- **Structural Features of Informational Materials**
  2.1 Locate the title, table of contents, name of author, and name of illustrator.
  2.2 Use pictures and context to make predictions about story content.
  2.3 Connect to life experiences the information and events in texts.
  2.4 Retell familiar stories.

#### 1st
- **Structural Features of Informational Materials**
  2.1 Identify text that uses sequence or other logical order.
  2.2 Respond to who, what, when, where, and how questions.
  2.3 Follow one-step written instructions.
  2.4 Use context to resolve ambiguities about word and sentence meanings.

#### 2nd
- **Structural Features of Informational Materials (cont.)**
  2.5 Ask and answer questions about essential elements of a text.

#### 3rd
- **Structural Features of Informational Materials (cont.)**
  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.
<table>
<thead>
<tr>
<th>Structural Features of Informational Materials</th>
<th>Structural Features of Informational Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.</td>
<td>2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.</td>
</tr>
<tr>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
</tr>
<tr>
<td>2.2 State the purpose in reading (i.e., tell what information is sought).</td>
<td>2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</td>
</tr>
<tr>
<td>2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.</td>
<td>2.3 Demonstrate comprehension by identifying answers in the text.</td>
</tr>
<tr>
<td>2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).</td>
<td>2.4 Recall major points in the text and make and modify predictions about forthcoming information.</td>
</tr>
<tr>
<td>2.5 Restate facts and details in the text to clarify and organize ideas.</td>
<td>2.5 Distinguish the main idea and supporting details in expository text.</td>
</tr>
<tr>
<td>2.6 Recognize cause-and-effect relationships in a text.</td>
<td>2.6 Extract appropriate and significant information from the text, including problems and solutions.</td>
</tr>
<tr>
<td>2.7 Interpret information from diagrams, charts, and graphs.</td>
<td>2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</td>
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<p>| 4th | 4th |</p>
<table>
<thead>
<tr>
<th>Structural Features of Informational Materials</th>
<th>Structural Features of Informational Materials</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.</td>
</tr>
<tr>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
</tr>
<tr>
<td>2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).</td>
<td>2.2 Analyze text that is organized in sequential or chronological order.</td>
</tr>
<tr>
<td>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.</td>
<td><strong>Expository Critique</strong></td>
</tr>
<tr>
<td>2.4 Evaluate new information and hypotheses by testing them against known information and ideas.</td>
<td>2.5 Distinguish facts, supported inferences, and opinions in text.</td>
</tr>
<tr>
<td>2.5 Compare and contrast information on the same topic after reading several passages or articles.</td>
<td><strong>Expository Critique</strong></td>
</tr>
<tr>
<td>2.6 Distinguish between cause and effect and between fact and opinion in expository text.</td>
<td>2.5 Distinguish facts, supported inferences, and opinions in text.</td>
</tr>
<tr>
<td>2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).</td>
<td><strong>Expository Critique</strong></td>
</tr>
</tbody>
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<p>| 6th | 7th |</p>
<table>
<thead>
<tr>
<th>Structural Features of Informational Materials</th>
<th>Structural Features of Informational Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</td>
<td>2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).</td>
</tr>
<tr>
<td>2.2 Analyze text that uses the compare-and-contrast organizational pattern. <strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
<td>2.2 Locate information by using a variety of consumer, workplace, and public documents.</td>
</tr>
<tr>
<td>2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.</td>
<td>2.3 Analyze text that uses the cause-and-effect organizational pattern. <strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
</tr>
<tr>
<td>2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</td>
<td>2.4 Identify and trace the development of an author’s argument, point of view, or perspective in text.</td>
</tr>
<tr>
<td>2.5 Follow multiple-step instructions for preparing</td>
<td><strong>Expository Critique</strong></td>
</tr>
<tr>
<td>8th</td>
<td>Structural Features of Informational Materials</td>
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</tr>
<tr>
<td>2.1 Compare and contrast the features and elements of consumer materials from documents (e.g., warranties, contracts, product information, instruction manuals).</td>
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<tr>
<td>2.2 Analyze text that uses proposition and support patterns.</td>
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<tr>
<td>2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</td>
<td></td>
</tr>
<tr>
<td>2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</td>
<td></td>
</tr>
<tr>
<td>2.5 Understand and explain the use of a complex mechanical device by following technical directions.</td>
<td></td>
</tr>
<tr>
<td>2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</td>
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</tr>
<tr>
<td>Expository Critique</td>
<td></td>
</tr>
<tr>
<td>2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Reading: 3.0 Literary Response and Analysis</th>
</tr>
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<tbody>
<tr>
<td>kinder</td>
</tr>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong></td>
</tr>
<tr>
<td>3.1 Distinguish fantasy from realistic text.</td>
</tr>
<tr>
<td>3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).</td>
</tr>
<tr>
<td>3.3 Identify characters, settings, and important events.</td>
</tr>
</tbody>
</table>

| 2nd | 3rd |
|--------------------------------------------|
| **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 |

<table>
<thead>
<tr>
<th>Structural Features of Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</td>
</tr>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong></td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Structural Features of Literature</strong></td>
</tr>
<tr>
<td>3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.</td>
</tr>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong></td>
</tr>
<tr>
<td>3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>5&lt;sup&gt;th&lt;/sup&gt; Narrative Analysis of Grade-Level-Appropriate Text (cont)</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>6&lt;sup&gt;th&lt;/sup&gt;</strong></td>
</tr>
<tr>
<td><strong>Structural Features of Literature</strong></td>
</tr>
<tr>
<td>3.1 Identify the forms of fiction and describe the major characteristics of each form. Narrative Analysis of Grade-Level-Appropriate Text</td>
</tr>
<tr>
<td>3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</td>
</tr>
<tr>
<td>3.3 Analyze the influence of setting on the problem and its resolution.</td>
</tr>
</tbody>
</table>
3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

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

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

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

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

8th

Structural Features of Literature

3.1 Determine and articulate the relationship between the purposes and different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). Narrative Analysis of Grade-Level-Appropriate Text

3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.

3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work. Literary Criticism

3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

Writing: 1.0 Writing Strategies

kinder

Organisation and Focus

1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).

1.3 Write by moving from left to right and from top to bottom.

Penmanship

1.4 Write uppercase and lowercase letters of the

1st

Organisation 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.
<table>
<thead>
<tr>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
</table>
| **Organization and Focus**<br>1.1 Group related ideas and maintain a consistent focus. | **Organization and Focus**<br>1.1 Create a single paragraph:  
a. Develop a topic sentence.  
b. Include simple supporting facts and details. |
| **Penmanship**<br>1.2 Create readable documents with legible handwriting. | **Penmanship**<br>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**<br>1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). | **Research**<br>1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). |
| **Evaluation and Revision**<br>1.4 Revise original drafts to improve sequence and provide more descriptive detail. | **Evaluation and Revision**<br>1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. |

<table>
<thead>
<tr>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
</table>
| **Organization and Focus**<br>1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.<br>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.<br>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). | **Organization and Focus**<br>1.1 Create multiple-paragraph narrative compositions:  
a. Establish and develop a situation or plot.  
b. Describe the setting.  
c. Present an ending.<br>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. |
| **Penmanship**<br>4th | **Research and Technology**<br>5th |
| **Research**<br>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). | **Research and Technology**<br>1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). |
| 1.4 Write fluidly and legibly in cursive or joined italic. | 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. |
| Research and Technology | 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell checks). |
| 1.5 Quote or paraphrase information sources, citing them appropriately. | 1.5 Use a thesaurus to identify alternative word choices and meanings. |
| 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). | Evaluation and Revision |
| 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing. | 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. |
| 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials. | |
| 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive). | |
| Evaluation and Revision | |
| 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text. | |

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<tr>
<td><strong>Organization and Focus</strong></td>
<td><strong>Organization and Focus</strong></td>
</tr>
<tr>
<td>1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</td>
<td>1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</td>
</tr>
<tr>
<td>1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.</td>
<td>1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</td>
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<tr>
<td>1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</td>
<td>1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts. Research and Technology</td>
</tr>
<tr>
<td>Research and Technology</td>
<td>1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.</td>
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<tr>
<td>1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</td>
<td>1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.</td>
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<tr>
<td>1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). Evaluation and Revision</td>
<td>1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports. Evaluation and Revision</td>
</tr>
<tr>
<td>1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</td>
<td>1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</td>
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<tr>
<td><strong>Organization and Focus</strong></td>
<td><strong>Organization and Focus</strong></td>
</tr>
<tr>
<td>1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</td>
<td>1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</td>
</tr>
<tr>
<td>1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</td>
<td>1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</td>
</tr>
<tr>
<td>1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities,</td>
<td>1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts. Research and Technology</td>
</tr>
<tr>
<td>Evaluation and Revision</td>
<td>1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.</td>
</tr>
<tr>
<td>1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</td>
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</table>
comparisons, and similar devices. Research and Technology
1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
1.5 Achieve an effective balance between researched information and original ideas. Evaluation and Revision
1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

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<tr>
<th>Writing: 2.0 Writing Applications (Genres and Their Characteristics)</th>
<th>1st</th>
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| | 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. |

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| 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. | 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. |

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| 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 the text and to prior knowledge.  
c. Develop interpretations that exhibit careful reading and understanding. | 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 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. |
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.

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.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:
2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense).
2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.
2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography.
2.4 Write responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained use of examples and textual evidence.
2.5 Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:
2.1 Write fictional or autobiographical narratives: a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b. Develop complex major and minor characters and a definite setting. c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
2.2 Write responses to literature: a. Develop interpretations exhibiting careful reading, understanding, and insight. b. Organize interpretations around several clear ideas, premises, or images from the literary work. c. Justify interpretations through sustained use of examples and textual evidence.
2.3 Write research reports: a. Pose relevant and tightly drawn questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader’s Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries). d. Document reference sources by means of footnotes and a bibliography.
2.4 Write persuasive compositions: a. State a clear position or perspective in support of a proposition or proposal. b. Describe the points in support of the proposition, employing well-articulated evidence. c. Anticipate and address reader concerns and counterarguments.
2.5 Write summaries of reading materials: a. Include the main ideas and most significant details. b. Use the student’s own words, except for quotations. c. Reflect underlying meaning, not just the superficial details.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:
2.1Write biographies, autobiographies, short stories, or narratives: a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer’s attitude about, the subject. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
2.2 Write responses to literature: a. Exhibit careful
reading and insight in their interpretations. b. Connect the student’s own responses to the writer’s techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

2.3 Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs.

2.4 Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

2.5 Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

2.6 Write technical documents: a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

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### 1.0 Written and Oral English Language Conventions

<table>
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<tbody>
<tr>
<td><strong>Sentence Structure</strong></td>
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<tr>
<td>1.1 Recognize and use complete, coherent sentences when speaking.</td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td>1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</td>
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<tr>
<td><strong>Sentence Structure</strong></td>
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<tr>
<td>1.1 Write and speak in complete, coherent sentences.</td>
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<tr>
<td><strong>Grammar</strong></td>
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<tr>
<td>1.2 Identify and correctly use singular and plural nouns.</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Punctuation</strong></td>
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<tr>
<td>1.4 Distinguish between declarative, exclamatory, and interrogative sentences.</td>
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<td>1.5 Use a period, exclamation point, or question mark at the end of sentences.</td>
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<tr>
<td>1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.</td>
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<tr>
<td><strong>Capitalization</strong></td>
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<tr>
<td>1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</td>
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| 2nd 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. |

| 2nd 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. |

| 3rd Punctuation |
| 1.5 Punctuate dates, city and state, and titles of books correctly. |
| 1.6 Use commas in dates, locations, and addresses and for items in a series. |

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

| Spelling |
| 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare). |
| 1.9 Arrange words in alphabetic order. |

| 4th Sentence Structure |
| 1.1 Use simple and compound sentences in writing and speaking. |
| 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases. |

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

| Punctuation |
| 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in |
contractions.
1.5 Use underlining, quotation marks, or italics to identify titles of documents.

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

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

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<tr>
<td><strong>Sentence Structure</strong></td>
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<tr>
<td>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. Grammar</td>
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<tr>
<td>1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. Punctuation</td>
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<tr>
<td>1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. Capitalization</td>
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<tr>
<td>1.4 Use correct capitalization. Spelling</td>
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<tr>
<td>1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).</td>
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<tr>
<td><strong>Sentence Structure</strong></td>
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<tr>
<td>1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style. Grammar</td>
</tr>
<tr>
<td>1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</td>
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<tr>
<td>1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. Grammar</td>
</tr>
<tr>
<td>1.4 Edit written manuscripts to ensure that correct grammar is used. Punctuation and Capitalization</td>
</tr>
<tr>
<td>1.5 Use correct punctuation and capitalization. Spelling</td>
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<tr>
<td>1.6 Use correct spelling conventions.</td>
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**Listening & Speaking: 1.0. Listening and Speaking Strategies**

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<tr>
<td><strong>Comprehension</strong></td>
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<tr>
<td>1.1 Understand and follow one-and two-step oral directions.</td>
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<tr>
<td>1.2 Share information and ideas, speaking audibly in complete, coherent sentences.</td>
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**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.
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<tr>
<td><strong>Comprehension</strong>&lt;br&gt;1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).&lt;br&gt;1.2 Ask for clarification and explanation of stories and ideas.&lt;br&gt;1.3 Paraphrase information that has been shared orally by others.&lt;br&gt;1.4 Give and follow three- and four-step oral directions. <strong>Organization and Delivery of Oral Communication</strong>&lt;br&gt;1.5 Organize presentations to maintain a clear focus.&lt;br&gt;1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).&lt;br&gt;1.7 Recount experiences in a logical sequence.&lt;br&gt;1.8 Retell stories, including characters, setting, and plot.&lt;br&gt;1.9 Report on a topic with supportive facts and details.</td>
<td><strong>Comprehension</strong>&lt;br&gt;1.1 Retell, paraphrase, and explain what has been said by a speaker.&lt;br&gt;1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.&lt;br&gt;1.3 Respond to questions with appropriate elaboration.&lt;br&gt;1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). <strong>Organization and Delivery of Oral Communication</strong>&lt;br&gt;1.5 Organize ideas chronologically or around major points of information.&lt;br&gt;1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.&lt;br&gt;1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.&lt;br&gt;1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).&lt;br&gt;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. <strong>Analysis and Evaluation of Oral and Media Communications</strong>&lt;br&gt;1.10 Compare ideas and points of view expressed in broadcast and print media.&lt;br&gt;1.11 Distinguish between the speaker's opinions and verifiable facts.</td>
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<tr>
<td><strong>Comprehension</strong>&lt;br&gt;1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.&lt;br&gt;1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.&lt;br&gt;1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.&lt;br&gt;1.4 Give precise directions and instructions. <strong>Organization and Delivery of Oral Communication</strong>&lt;br&gt;1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.&lt;br&gt;1.6 Use traditional structures for conveying information.</td>
<td><strong>Comprehension</strong>&lt;br&gt;1.1 Ask questions that seek information not already discussed.&lt;br&gt;1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.&lt;br&gt;1.3 Make inferences or draw conclusions based on an oral report. <strong>Organization and Delivery of Oral Communication</strong>&lt;br&gt;1.4 Select a focus, organizational structure, and point of view for an oral presentation.&lt;br&gt;1.5 Clarify and support spoken ideas with evidence and examples.&lt;br&gt;1.6 Engage the audience with appropriate verbal cues,</td>
</tr>
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(e.g., cause and effect, similarity and difference, and posing and answering a question).
1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

**Analysis and Evaluation of Oral Media Communication**

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

**Analysis and Evaluation of Oral and Media Communications**

1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

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<tr>
<td><strong>Comprehension</strong></td>
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</tr>
<tr>
<td>1.1 Relate the speaker’s verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</td>
<td>1.1 Ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions.</td>
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<tr>
<td>1.2 Identify the tone, mood, and emotion conveyed in the oral communication.</td>
<td>1.2 Determine the speaker’s attitude toward the subject.</td>
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<tr>
<td>1.3 Restate and execute multiple-step oral instructions and directions. Organization and Delivery of Oral Communication</td>
<td>1.3 Respond to persuasive messages with questions, challenges, or affirmations. Organization and Delivery of Oral Communication</td>
</tr>
<tr>
<td>1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</td>
<td>1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.</td>
</tr>
<tr>
<td>1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.</td>
<td>1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.</td>
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<tr>
<td>1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</td>
<td>1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations. Analysis and Evaluation of Oral and Media Communications</td>
</tr>
<tr>
<td>1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. Analysis and Evaluation of Oral and Media Communications</td>
<td>1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener.</td>
</tr>
<tr>
<td>1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</td>
<td>1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.</td>
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<tbody>
<tr>
<td><strong>Comprehension</strong></td>
</tr>
<tr>
<td>1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</td>
</tr>
<tr>
<td>1.2 Paraphrase a speaker’s purpose and point of view and ask relevant questions concerning the speaker’s content, delivery, and purpose. Organization and Delivery of Oral Communication</td>
</tr>
<tr>
<td>1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</td>
</tr>
<tr>
<td>1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</td>
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</table>
1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
1.7 Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning. Analysis and Evaluation of Oral and Media Communications
1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

**Listening & Speaking: 2.0. Speaking Applications (Genres and Their Characteristics)**

<table>
<thead>
<tr>
<th>kinder</th>
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<tbody>
<tr>
<td>2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.</td>
<td>2.1 Recite poems, rhymes, songs, and stories.</td>
</tr>
<tr>
<td>2.2 Recite short poems, rhymes, and songs.</td>
<td>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.</td>
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<tr>
<td>2.3 Relate an experience or creative story in a logical sequence.</td>
<td>2.3 Relate an important life event or personal experience in a simple sequence.</td>
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<tr>
<td>2.4 Provide descriptions with careful attention to sensory detail.</td>
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<tr>
<td>2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).</td>
<td>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.</td>
</tr>
<tr>
<td>2.2 Report on a topic with facts and details, drawing from several sources of information.</td>
<td>2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.</td>
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<tr>
<td>2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</td>
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<td>Grade 4</td>
<td>Grade 5</td>
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<tr>
<td><strong>2.1 Make narrative presentations:</strong>&lt;br&gt;a. Relate ideas, observations, or recollections about an event or experience.&lt;br&gt;b. Provide a context that enables the listener to imagine the circumstances of the event or experience.&lt;br&gt;c. Provide insight into why the selected event or experience is memorable.&lt;br&gt;<strong>2.2 Make informational presentations:</strong>&lt;br&gt;a. Frame a key question.&lt;br&gt;b. Include facts and details that help listeners to focus.&lt;br&gt;c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).&lt;br&gt;**2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.&lt;br&gt;**2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</td>
<td><strong>2.1 Deliver narrative presentations:</strong>&lt;br&gt;a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.&lt;br&gt;b. Show, rather than tell, the listener what happens.&lt;br&gt;<strong>2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</strong>&lt;br&gt;a. Frame questions to direct the investigation.&lt;br&gt;b. Establish a controlling idea or topic.&lt;br&gt;c. Develop the topic with simple facts, details, examples, and explanations.&lt;br&gt;<strong>2.3 Deliver oral responses to literature:</strong>&lt;br&gt;a. Summarize significant events and details.&lt;br&gt;b. Articulate an understanding of several ideas or images communicated by the literary work.&lt;br&gt;c. Use examples or textual evidence from the work to support conclusions.</td>
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<th>Grade 6</th>
<th>Grade 7</th>
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<tr>
<td><strong>2.1 Deliver narrative presentations:</strong>&lt;br&gt;a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).&lt;br&gt;<strong>2.2 Deliver informative presentations:</strong> a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).&lt;br&gt;<strong>2.3 Deliver oral responses to literature:</strong> a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.&lt;br&gt;<strong>2.4 Deliver persuasive presentations:</strong> a. Provide a clear statement of the position. b. Include relevant evidence.</td>
<td><strong>2.1 Deliver narrative presentations:</strong>&lt;br&gt;a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and minor characters and a definite setting. c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).&lt;br&gt;<strong>2.2 Deliver oral summaries of articles and books:</strong> a. Include the main ideas of the event or article and the most significant details. b. Use the student’s own words, except for material quoted from sources. c. Convey a comprehensive understanding of sources, not just superficial details.&lt;br&gt;<strong>2.3 Deliver research presentations:</strong> a. Pose relevant and concise questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence generated through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, dictionaries). d. Cite reference sources.</td>
</tr>
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</table>
c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal.

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

2.1 Deliver narrative presentations (e.g., biographical, autobiographical):

a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject’s attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

2.2 Deliver oral responses to literature: a. Interpret a reading and provide insight. b. Connect the students’ own responses to the writer’s techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or personal knowledge.

2.3 Deliver research presentations: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs.

2.4 Deliver persuasive presentations: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively.

appropriate.
through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone.

2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Mathematics

Number Sense

<table>
<thead>
<tr>
<th>Kinder</th>
<th>1st</th>
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<tbody>
<tr>
<td>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):</td>
<td>1.0 Students understand and use numbers up to 100:</td>
</tr>
<tr>
<td>Kinder Number Sense (cont)</td>
<td>1.1 Count, read, and write whole numbers to 100.</td>
</tr>
<tr>
<td>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.</td>
<td>1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (,&lt;,&gt; ).</td>
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<tr>
<td>1.2 Count, recognize, represent, name, and order a number of objects (up to 30).</td>
<td>1.3 Number Sense (cont)</td>
</tr>
<tr>
<td>1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.</td>
<td>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).</td>
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<tr>
<td>2.0 Students understand and describe simple additions and subtractions:</td>
<td>1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).</td>
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<tr>
<td>2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).</td>
<td>1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.</td>
</tr>
<tr>
<td>3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:</td>
<td>2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:</td>
</tr>
<tr>
<td>3.1 Recognize when an estimate is reasonable.</td>
<td>2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.</td>
</tr>
<tr>
<td>2.2 Use the inverse relationship between addition and subtraction to solve problems.</td>
<td>2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.</td>
</tr>
<tr>
<td>2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.</td>
<td>2.4 Count by 2s, 5s, and 10s to 100.</td>
</tr>
<tr>
<td>2.4 Count by 2s, 5s, and 10s to 100.</td>
<td>2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).</td>
</tr>
<tr>
<td>2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).</td>
<td>2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 + 58 = ___).</td>
</tr>
<tr>
<td>2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 + 58 = ___).</td>
<td>2.7 Find the sum of three one-digit numbers.</td>
</tr>
<tr>
<td>2.7 Find the sum of three one-digit numbers.</td>
<td>3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:</td>
</tr>
<tr>
<td>3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places:</td>
<td>3.1 Make reasonable estimates when comparing</td>
</tr>
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</table>
1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:
   1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.
   1.2 Use words, models, and expanded forms (e.g., \(45 = 4 \text{ tens} + 5\)) to represent numbers (to 1,000).
   1.3 Order and compare whole numbers to 1,000 by using the symbols <, =, >.

2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:
   2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for \(8 + 6 = 14\) is \(14 - 6 = 8\)) to solve problems and check solutions.
   2.2 Find the sum or difference of two whole numbers up to three digits long.
   2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.

3.0 Students model and solve simple problems involving multiplication and division:
   3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.
   3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
   3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.
   3.4 Recognize, name, and compare unit fractions from \(1/12\) to \(1/2\).
   3.5 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
   3.6 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
   3.7 Students model and solve problems by representing, adding, and subtracting amounts of money:
   3.8 Know and use the decimal notation and the dollar and cent symbols for money.
   3.9 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.
   3.10 Recognize when an estimate is reasonable in

<table>
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<tr>
<th>2nd Number Sense (cont)</th>
<th>3rd Number Sense (cont)</th>
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<tr>
<td>3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.</td>
<td>3.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = (___)).</td>
</tr>
<tr>
<td>3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.</td>
<td>2.6 Understand the special properties of 0 and 1 in multiplication and division.</td>
</tr>
<tr>
<td>3.3 Know the multiplication tables of 2s, 5s, and 10s (to &quot;times 10&quot;) and commit them to memory.</td>
<td>2.7 Determine the unit cost when given the total cost and number of units.</td>
</tr>
<tr>
<td>4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:</td>
<td>2.8 Solve problems that require two or more of the skills mentioned above.</td>
</tr>
<tr>
<td>4.1 Recognize, name, and compare unit fractions from (1/12) to (1/2).</td>
<td>3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:</td>
</tr>
<tr>
<td>4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).</td>
<td>3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).</td>
</tr>
<tr>
<td>4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.</td>
<td>3.2 Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).</td>
</tr>
<tr>
<td>5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:</td>
<td>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.</td>
</tr>
<tr>
<td>5.1 Solve problems using combinations of coins and bills.</td>
<td>6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:</td>
</tr>
<tr>
<td>5.2 Know and use the decimal notation and the dollar and cent symbols for money.</td>
<td>6.1 Recognize when an estimate is reasonable in larger or smaller numbers.</td>
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### 4th Number Sense (con)

1. Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.
2. Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:
   - 2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.
   - 2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer.
3. Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:
   - 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.
   - 3.2 Demonstrate an understanding of, and the ability to

### 5th Number Sense (cont)

1. Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.
2. Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.
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.
4. Understand the concept of multiplication and division of fractions.
5. Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.
use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.

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

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

4.0 Students know how to factor small whole numbers:

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

4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.

6th

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

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

1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations ($\frac{a}{b}$, $a$ to $b$, $a:b$).

1.3 Use proportions to solve problems (e.g., determine the value of $N$ if $\frac{4}{7} = \frac{N}{21}$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

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

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

2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.

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

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

6th Number Sense (cont)

2.4 Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).

Algebra and Functions

Kinder

Celerity Troika Charter School

January 12, 2012
<table>
<thead>
<tr>
<th>Grade</th>
<th>Objectives</th>
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| 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). |
| 1.0   | Students use number sentences with operational symbols and expressions to solve problems:  
1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.  
1.2 Understand the meaning of the symbols +, −, =.  
1.3 Create problem situations that might lead to given number sentences involving addition and subtraction. |
| 1.0   | Students use number sentences with operational symbols and expressions to solve problems:  
1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.  
1.2 Understand the meaning of the symbols +, −, =.  
1.3 Create problem situations that might lead to given number sentences involving addition and subtraction. |
| 2nd   | Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:  
1.1 Use the commutative and associative rules to simplify mental calculations and to check results.  
1.2 Relate problem situations to number sentences involving addition and subtraction.  
1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. |
| 3rd   | Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:  
1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.  
1.2 Solve problems involving numeric equations or inequalities.  
1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __ 3 = 12, what operational symbol goes in the blank?).  
1.4 Express simple unit conversions in symbolic form (e.g., __ inches = __ feet x 12).  
1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).  
2.0 Students represent simple functional relationships:  
2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).  
2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4). |
| 4th   | Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:  
1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).  
1.2 Interpret and evaluate mathematical expressions that now use parentheses. |
| 5th   | Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:  
1.1 Use information taken from a graph or equation to answer questions about a problem situation.  
1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.  
1.3 Know and use the distributive property in |
1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.

4th Algebra and Functions (cont)

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

1.5 Understand that an equation such as y = 3 x + 5 is a prescription for determining a second number when a first number is given.

2.0 Students know how to manipulate equations:

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

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

5th Algebra and Functions (cont)

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

6th

1.0 Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results:

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

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

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

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

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

2.1 Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches).

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

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

3.0 Students investigate geometric patterns and describe them algebraically:

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

3.2 Express in symbolic form simple relationships arising from geometry.

Measurement and Geometry

kinder | 1st
---|---
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: | 1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:

1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects | 1.1 Compare the length, weight, and volume of objects by using direct comparison or a nonstandard unit.

1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).
(e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).

1. Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).

1.3 Name the days of the week.

1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).

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

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

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

**kinder Measurement and Geometry (cont)**

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

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<table>
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<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>1.3 Measure the length of an object to the nearest inch and/ or centimeter.</td>
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<tr>
<td>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).</td>
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<tr>
<td>1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).</td>
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<tbody>
<tr>
<td>1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>1.3 Find the perimeter of a polygon with integer sides.</td>
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<tr>
<td>1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).</td>
</tr>
</tbody>
</table>

| 2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space: |
| 2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects. |
| 2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification. |
| 2.3 Give and follow directions about location. |
| 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of). |

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<table>
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<tbody>
<tr>
<td>2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).</td>
</tr>
<tr>
<td>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).</td>
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<tbody>
<tr>
<td>2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).</td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>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).</td>
</tr>
<tr>
<td>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.</td>
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</table>
### 4th Measurement and Geometry (cont)

1.0 Students understand perimeter and area:
   
1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm²), square meter (m²), square kilometer (km²), square inch (in²), square yard (yd²), or square mile (mi²).

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

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

1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

### 5th Measurement and Geometry (cont)

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

1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).

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

### 4th

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

2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation \( y = 3x \) and connect them by using a straight line).

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

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

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

3.1 Identify lines that are parallel and perpendicular.

3.2 Identify the radius and diameter of a circle.

3.3 Identify congruent figures.

3.4 Identify figures that have bilateral and rotational symmetry.

3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1/4, 1/2, 3/4, and full turns.

3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional geometric objects.

### 5th

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

2.6 Identify common solid objects that are the components needed to make a more complex solid object.
objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.
3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.
3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

### 6th

1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:
1.1 Understand the concept of a constant such as \( \pi \); know the formulas for the circumference and area of a circle.
1.2 Know common estimates of \( \pi \) (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements.
1.3 Know and use the formulas for the volume of triangular prisms and cylinders (area of base \( x \) height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid.
2.0 Students identify and describe the properties of two-dimensional figures:
2.1 Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms.
2.2 Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.
2.3 Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle).

### Statistics, Data Analysis, and Probability

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

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

4th

1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:
1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.
1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.
1.3 Interpret one-and two-variable data graphs to answer questions about a situation.
2.0 Students make predictions for simple probability situations:
2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).
2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3/4).

5th

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:
1.1 Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.
1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.
1.3 Use fractions and percentages to compare data sets of different sizes.
1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.
1.5 Know how to write ordered pairs correctly; for example, (x, y).

Statistics, Data Analysis, and Probability (cont)

6th

1.0 Students compute and analyze statistical measurements for data sets:
1.1 Compute the range, mean, median, and mode of data sets.
1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency.
1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency.
1.4 Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.
2.0 Students use data samples of a population and describe the characteristics and limitations of the samples:
2.1 Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.
2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random...
sampling) and which method makes a sample more representative for a population.

2.3 Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.

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

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

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

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

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

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

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

3.5 Understand the difference between independent and dependent events.

### Mathematical Reasoning

<table>
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| 1.0 Students make decisions about how to set up a problem:  
1.1 Determine the approach, materials, and strategies to be used.  
1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.  
2.0 Students solve problems in reasonable ways and justify their reasoning:  
2.1 Explain the reasoning used with concrete objects and/or pictorial representations.  
2.2 Make precise calculations and check the validity of the results in the context of the problem. | 1.0 Students make decisions about how to set up a problem:  
1.1 Determine the approach, materials, and strategies to be used.  
1.2 Use tools, such as manipulatives or sketches, to model problems.  
2.0 Students solve problems and justify their reasoning:  
2.1 Explain the reasoning used and justify the procedures selected.  
2.2 Make precise calculations and check the validity of the results from the context of the problem.  
3.0 Students note connections between one problem and another. |

### 3rd – 6th

1.0 Students make decisions about how to approach problems:

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

1.2 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:

2.1 Use estimation to verify the reasonableness of calculated results.

**3rd – 6th Mathematical Reasoning (cont)**

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to
explain mathematical reasoning.
2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.6 Make precise calculations and check the validity of the results from the context of the problem.
3.0 Students move beyond a particular problem by generalizing to other situations:
3.1 Evaluate the reasonableness of the solution in the context of the original situation.
3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
3.3 Develop generalizations of the results obtained and apply them in other circumstances.
Number Sense

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms:

1.1 Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.
1.2 Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
1.3 Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
1.4 Differentiate between rational and irrational numbers.
1.5 Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.
1.6 Calculate the percentage of increases and decreases of a quantity.
1.7 Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

2.0 Students use exponents, powers, and roots and use exponents in working with fractions:

2.1 Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.
2.2 Add and subtract fractions by using factoring to find common denominators.
2.3 Multiply, divide, and simplify rational numbers by using exponent rules.
2.4 Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.
2.5 Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.

Algebra and Functions

1.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:

1.1 Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).
1.2 Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)^2$.
1.3 Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.
1.4 Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.
1.5 Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.

2.0 Students interpret and evaluate expressions involving integer powers and simple roots:

2.1 Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.
2.2 Multiply and divide monomials; extend the process of taking powers and extracting roots
to monomials when the latter results in a monomial with an integer exponent.

3.0 Students graph and interpret linear and some nonlinear functions:

3.1 Graph functions of the form \( y = nx^2 \) and \( y = nx^3 \) and use in solving problems.
3.2 Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).
3.3 Graph linear functions, noting that the vertical change (change in \( y \)-value) per unit of horizontal change (change in \( x \)-value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.
3.4 Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.

4.0 Students solve simple linear equations and inequalities over the rational numbers:

4.1 Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.
4.2 Solve multistep problems involving rate, average speed, distance, and time or a direct variation.

Measurement and Geometry

1.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:

1.1 Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).
1.2 Construct and read drawings and models made to scale.
1.3 Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.

2.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:

2.1 Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.
2.2 Estimate and compute the area of more complex or irregular two-and three-dimensional figures by breaking the figures down into more basic geometric objects.
2.3 Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.
2.4 Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches or [1 ft²] = [144 in²], 1 cubic inch is approximately 16.38 cubic centimeters or [1 in³] = [16.38 cm³]).

3.0 Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:
3.1 Identify and construct basic elements of geometric figures (e.g., altitudes, mid-points, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.
3.2 Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.
3.3 Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.
3.4 Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.
3.5 Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.
3.6 Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).

Statistics, Data Analysis, and Probability

1.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:
   1.1 Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.
   1.2 Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).
   1.3 Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:
   1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
   1.2 Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.
   1.3 Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions:
   2.1 Use estimation to verify the reasonableness of calculated results.
   2.2 Apply strategies and results from simpler problems to more complex problems.
   2.3 Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.
   2.4 Make and test conjectures by using both inductive and deductive reasoning.
   2.5 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
   2.6 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.
   2.7 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
   2.8 Make precise calculations and check the validity of the results from the context of the
3.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:
   3.1 Evaluate the reasonableness of the solution in the context of the original situation.
   3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
   3.3 Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.

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**Mathematics**  
**Grade 8**

**ALGEBRA 1**

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:
   1.1 Students use properties of numbers to demonstrate whether assertions are true or false.

2.0 Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.

3.0 Students solve equations and inequalities involving absolute values.

4.0 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.

5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

6.0 Students graph a linear equation and compute the $x$- and $y$-intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

7.0 Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.

9.0 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep
problems, including word problems, by using these techniques.

11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

13.0 Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

14.0 Students solve a quadratic equation by factoring or completing the square.

15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.

17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.

18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.

19.0 Students know the quadratic formula and are familiar with its proof by completing the square.

20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.

21.0 Students graph quadratic functions and know that their roots are the \( x \)-intercepts.

22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the \( x \)-axis in zero, one, or two points.

23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

24.0 Students use and know simple aspects of a logical argument:

    24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.
    24.2 Students identify the hypothesis and conclusion in logical deduction. 24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.

25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

    25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.
25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.
25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.

**History and Social Studies**

<table>
<thead>
<tr>
<th>Kinder</th>
<th>1st</th>
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<tbody>
<tr>
<td><strong>Learning and Working Now and Long Ago</strong></td>
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<tr>
<td>K.1 Students understand that being a good citizen involves acting in certain ways.</td>
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<tr>
<td>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</td>
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<tr>
<td>2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</td>
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<tr>
<td>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</td>
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<tr>
<td>Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</td>
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<tr>
<td>1. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.</td>
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<tr>
<td>2. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).</td>
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<tr>
<td>3. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</td>
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<tr>
<td>4. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</td>
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<tr>
<td>K.5 Students put events in temporal order using a</td>
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<tr>
<td><strong>Child's Place in Time and Space</strong></td>
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<tr>
<td>1.1 Students describe the rights and individual responsibilities of citizenship.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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 &quot;Golden Rule.&quot;</td>
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<tr>
<td>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.</td>
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<tr>
<td>1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</td>
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<tr>
<td>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.</td>
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<tr>
<td>3. Construct a simple map, using cardinal directions and map symbols.</td>
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<tr>
<td>4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</td>
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<tr>
<td>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.</td>
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</tbody>
</table>
1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").

2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.

### 1st Child's Place in Time and Space

3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

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

2. Study transportation methods of earlier days.

3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

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

3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
<table>
<thead>
<tr>
<th>2\textsuperscript{nd} People Who Make a Difference</th>
<th>3\textsuperscript{rd} Continuity and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Students differentiate between things that happened long ago and things that happened yesterday. 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.</td>
<td>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context. 1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).</td>
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<tr>
<td>2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.</td>
<td>3.2 Students describe the American Indian nations in their local region long ago and in the recent past.</td>
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<tr>
<td>3. Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).</td>
<td>3\textsuperscript{rd} Continuity and Change (cont) 1. Describe national identities, religious beliefs, customs, and various folklore traditions.</td>
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<tr>
<td>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</td>
<td>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).</td>
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<tr>
<td>2\textsuperscript{nd} People Who Make a Difference (cont)</td>
<td>3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.</td>
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<tr>
<td>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).</td>
<td>4. Discuss the interaction of new settlers with the already established Indians of the region.</td>
</tr>
<tr>
<td>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.</td>
<td>3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. 1. Research the explorers who visited here, the</td>
</tr>
</tbody>
</table>
2.3 Students explain governmental institutions and practices in the United States and other countries.
1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.

2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

| Suburban, and rural environments in California. | newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. |
| Students explain governmental institutions and practices in the United States and other countries. | Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. |
| Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills. | 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. |
| Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. | Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government. |
| Students understand the three branches of government, with an emphasis on local government. | Students understand the three branches of government, with an emphasis on local government. |
| Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government. | Describe the 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. |
3rd Continuity and Change (cont)
6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

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

3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.

4. Discuss the relationship of students' "work" in school and their personal human capital.

4th California: A Changing State
4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.

2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.

3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.

5th United States History and Geography: Making a New Nation
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.
1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.

2. Describe their varied customs and folklore traditions.

3. Explain their varied economies and systems of
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.

5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.

3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).

4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.

5. Describe the daily lives of the people, native and government.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).

2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).

3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

4th California: A Changing State (cont)

2. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.

2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).

3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French
nonnative, who occupied the presidios, missions, ranchos, and pueblos.

6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.

7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.

8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter’s Fort.

2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).

3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

4. Study the lives of women who helped build early California (e.g., Biddy Mason).

5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
1. Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.

4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).

5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).

6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

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

4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
### 4th California: A Changing State (cont)

2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.

3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

4. Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).

5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.

6. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.

7. Trace the evolution of California’s water system into a network of dams, aqueducts, and reservoirs.

8. Describe the history and development of California’s public education system, including universities and community colleges.

9. Analyze the impact of twentieth-century Californians on the nation’s artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).

### New Nation (cont)

5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5.5 Students explain the causes of the American Revolution.

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.

3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document’s significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

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

1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders’ alliances on both sides.

2. Describe the contributions of France and other
described in the U.S. Constitution.

1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).

2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.

3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.

4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.

5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.

7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their critics.

2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.

3. Understand the fundamental principles of American constitutional democracy, including how the
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).

2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).

3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).

5th United States History and Geography: Making a New Nation (cont)

4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).

5. Describe the continued migration of Mexican settlers into Mexican territories of the West and
### 6th World History and Geography: Ancient Civilizations

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

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

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

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

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

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

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

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

4. Know the significance of Hammurabi’s Code.

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

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

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

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

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

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

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one
God who sets down moral laws for humanity.

2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.

3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccaï in the development of the Jewish religion.

4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

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

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

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

2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).

3. State the key differences between Athenian, or direct, democracy and representative democracy.

4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.

5. Outline the founding, expansion, and political organization of the Persian Empire.

6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

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

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

4. Outline the social structure of the caste system.

5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.

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

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

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

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

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

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

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

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

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

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.
1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

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

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

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

5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

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

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

7th World History and Geography: Medieval and Early Modern Times

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).

2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.

3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.

3. Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life.

4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.

5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.

6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.

2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
<table>
<thead>
<tr>
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<th>Task Description</th>
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<tbody>
<tr>
<td>3.</td>
<td>Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.</td>
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<tr>
<td>4.</td>
<td>Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.</td>
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<tr>
<td>5.</td>
<td>Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.</td>
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<tr>
<td>6.</td>
<td>Describe the development of the imperial state and the scholar-official class.</td>
</tr>
</tbody>
</table>

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.
4. Trace the development of distinctive forms of Japanese Buddhism.
5. Study the ninth and tenth centuries’ golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu’s *Tale of Genji*.
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
1. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).

2. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).

3. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.

4. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.

5. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).

6. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7. Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

4. Describe the artistic and oral traditions and architecture in the three civilizations.

5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations’ agricultural systems.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

1. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities’ importance in the spread of Renaissance ideas.

2. Understand the effects of the reopening of the ancient “Silk Road” between Europe and China, including Marco Polo’s travels and the location of his routes.

3. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

4. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.9 Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling
of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
3. Explain Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

1. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
2. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).
1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.
8th

United States History and Geography: Growth and Conflict

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

1. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
2. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
3. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
4. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.
5. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
6. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the
Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.

4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).

6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

2. Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’s Fourth of July 1821 Address).

3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).

2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).

3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

1. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in
American culture.
2. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).
3. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.
2. Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).
4. Examine the importance of the great rivers and the struggle over water rights.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

1. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
2. Discuss the abolition of slavery in early state constitutions.
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.

5. Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).

6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

1. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.

2. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.

4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.

5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

8. Identify the characteristics and impact of Grangerism and Populism.

9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).

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**Science**

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<th>Physical Sciences</th>
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<tbody>
<tr>
<td><strong>Kinder</strong></td>
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<tr>
<td>1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept: a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.</td>
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<tr>
<td>1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: a. Students know solids, liquids, and gases have different properties. b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.</td>
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<tr>
<td>1. The motion of objects can be observed and measured. As a basis for understanding this concept: a. Students know the position of an object can be described by locating it in relation to another object or to the background. b. Students know an object’s motion can be described by recording the change in position of the object over time. c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull. d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move. e. Students know objects fall to the ground unless something holds them up. f. Students know magnets can be used to make some objects move without being touched. g. Students know sound is made by vibrating objects and</td>
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<tr>
<td>1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept: a. Students know energy comes from the Sun to Earth in the form of light. b. Know sources of stored energy take many forms, such as food, fuel, and batteries. c. Know machines and living things convert stored energy to motion and heat. d. Know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects. e. Know matter has three forms: solid, liquid, and gas. f. Know evaporation and melting are changes that occur when the objects are heated. g. Know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original</td>
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can be described by its pitch and volume. materials.

h. Know all matter is made of small particles called atoms, too small to see with the naked eye.
i. Know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

2. Light has a source and travels in a direction. As a basis for understanding this concept:
a. Know sunlight can be blocked to create shadows.
b. Know light is reflected from mirrors and other surfaces.
c. Students know the color of light striking an object affects the way the object is seen.
d. Know an object is seen when light traveling from the object enters the eye.

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| 1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic field.
c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.
d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
e. Students know electrically charged objects attract or repel each other.
f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
g. Students know electrical energy can be converted to heat, light, and motion. |
| 1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:
a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
b. Students know all matter is made of atoms, which may combine to form molecules.
c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.
f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
g. Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂).
h. Students know living organisms and most materials are composed of just a few elements.
i. Students know the common properties of salts, such as sodium chloride (NaCl). |
### Heat (Thermal Energy) (Physical Science)

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

### Energy in the Earth System

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

### Life Sciences

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</table>
| 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:  
  a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).  
  b. Students know stories sometimes give plants and animals attributes they do not really have.  
  c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs). | 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:  
  a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.  
  b. Students know both plants and animals need water, animals need food, and plants need light.  
  c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.  
  d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).  
  e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. |

### 2nd |

| 2. Plants and animals have predictable life cycles. As a basis for understanding this concept:  
  a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.  
  b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, |

### 3rd |

| 3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:  
  a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.  
  b. Students know examples of diverse life forms in |
and mice.
c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
d. Students know there is variation among individuals of one kind within a population.
e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
f. Students know flowers and fruits are associated with reproduction in plants.

different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

4th

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
a. Students know plants are the primary source of matter and energy entering most food chains.
b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

5th

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:
a. Students know many multicellular organisms have specialized structures to support the transport of materials.
b. Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.

4th Life Sciences (cont)

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
a. Students know ecosystems can be characterized by their living and nonliving components.
b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
d. Students know that most microorganisms do not cause disease and that many are beneficial.

5th Life Sciences (cont)

c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
d. Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
e. Students know how sugar, water, and minerals are transported in a vascular plant.
f. Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.
g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).

Ecology (Life Science)

6th

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.
b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

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d. Students know different kinds of organisms may play similar ecological roles in similar biomes.
e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors.

Earth Sciences

<table>
<thead>
<tr>
<th>Kinder</th>
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<tbody>
<tr>
<td>3. Earth is composed of land, air, and water. As a basis for understanding this concept: a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms. b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</td>
<td>3. Weather can be observed, measured, and described. As a basis for understanding this concept: a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. c. Students know the sun warms the land, air, and water.</td>
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<tr>
<td>3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept: a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals. b. Students know smaller rocks come from the breakage and weathering of larger rocks. c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.</td>
<td>4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept: a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons. b. Students know the way in which the Moon’s appearance changes during the four-week lunar cycle. c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.</td>
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<th>2nd Earth Sciences (cont)</th>
<th>3rd Earth Sciences (cont)</th>
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<tr>
<td>d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils. e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.</td>
<td>d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth. e. Students know the position of the Sun in the sky changes during the course of the day and from season to season.</td>
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<tr>
<td>4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept: a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle). b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and</td>
<td>3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept: a. Students know most of Earth’s water is present as salt water in the oceans, which cover most of Earth’s surface. b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing</td>
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hornblende) and ore minerals by using a table of diagnostic properties.

5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:
   a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
   b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
   c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).
   d. Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
   e. Students know the origin of the water used by their local communities.

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
   a. Students know uneven heating of Earth causes air movements (convection currents).
   b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
   c. Students know the causes and effects of different types of severe weather.
   d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
   e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.

5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:
   a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
   b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.

6th Earth Sciences (cont)

Plate Tectonics and Earth's Structure

1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:
   a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
   b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
   c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
   d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
   e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result
from plate motions.
f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

Shaping Earth's Surface
2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
a. Students know water running downhill is the dominant process in shaping the landscape, including California’s landscape.
b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Investigation and Experimentation

<table>
<thead>
<tr>
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| 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:  
a. Observe common objects by using the five senses.  
b. Describe the properties of common objects.  
c. Describe the relative position of objects by using one reference (e.g., above or below).  
d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).  
e. Communicate observations orally and through drawings. | 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:  
a. Draw pictures that portray some features of the thing being described.  
b. Record observations and data with pictures, numbers, or written statements.  
c. Record observations on a bar graph.  
d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).  
e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon. |
### Investigation and Experimentation

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<tr>
<td>a. Make predictions based on observed patterns and not random guessing.</td>
<td>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.</td>
</tr>
<tr>
<td>b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.</td>
<td>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.</td>
</tr>
<tr>
<td>c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).</td>
<td>c. Use numerical data in describing and comparing objects, events, and measurements.</td>
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<tr>
<td>d. Write or draw descriptions of a sequence of steps, events, and observations.</td>
<td>d. Predict the outcome of a simple investigation and compare the result with the prediction.</td>
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<td>e. Construct bar graphs to record data, using appropriately labeled axes.</td>
<td>e. Collect data in an investigation and analyze those data to develop a logical conclusion.</td>
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<tr>
<td>f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.</td>
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<td>g. Follow oral instructions for a scientific investigation.</td>
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### Investigation and Experimentation

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<tr>
<td>a. Differentiate observation from inference (interpretation) and know scientists’ explanations come partly from what they observe and partly from how they interpret their observations.</td>
<td>a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.</td>
</tr>
<tr>
<td>b. Measure and estimate the weight, length, or volume of objects.</td>
<td>b. Develop a testable question.</td>
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<tr>
<td>c. Formulate and justify predictions based on cause-and-effect relationships.</td>
<td>c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.</td>
</tr>
<tr>
<td>d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.</td>
<td>d. Identify the dependent and controlled variables in an investigation.</td>
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<tr>
<td>e. Construct and interpret graphs from measurements.</td>
<td>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.</td>
</tr>
<tr>
<td>f. Follow a set of written instructions for a scientific investigation.</td>
<td>f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.</td>
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<tr>
<td>g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.</td>
<td>g. Record data in an investigation and analyze those data to develop a logical conclusion.</td>
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<tr>
<td>h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.</td>
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</table>
Investigation and Experimentation

6th

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

Science

Grade 7

Focus on Life Science

Cell Biology

1. All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept:
   a. Students know cells function similarly in all living organisms.
   b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls.
   c. Students know the nucleus is the repository for genetic information in plant and animal cells.
   d. Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.
   e. Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.
   f. Students know that as multicellular organisms develop, their cells differentiate.

Genetics

2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:
   a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.
c. Students know an inherited trait can be determined by one or more genes.
d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

**Evolution**

3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:
   1. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.
   2. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
   3. Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.
   4. Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.
   5. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

**Earth and Life History (Earth Sciences)**

4. Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept:
   a. Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
   b. Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.
   c. Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
   d. Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
   e. Students know fossils provide evidence of how life and environmental conditions have changed.
   f. Students know how movements of Earth’s continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.
   g. Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

**Structure and Function in Living Systems**

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:
   a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.
   b. Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.
c. Students know how bones and muscles work together to provide a structural framework for movement.

d. Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.

e. Students know the function of the umbilicus and placenta during pregnancy.

f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.

g. Students know how to relate the structures of the eye and ear to their functions.

Physical Principles in Living Systems (Physical Sciences)

6. Physical principles underlie biological structures and functions. As a basis for understanding this concept:

   a. Students know visible light is a small band within a very broad electromagnetic spectrum.
   
   b. Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.
   
   c. Students know light travels in straight lines if the medium it travels through does not change.
   
   d. Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.
   
   e. Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.
   
   f. Students know light can be reflected, refracted, transmitted, and absorbed by matter.
   
   g. Students know the angle of reflection of a light beam is equal to the angle of incidence.
   
   h. Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints).
   
   i. Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.
   
   j. Students know that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

   a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
   
   b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
   
   c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
   
   d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth’s plates and cell structure).
   
   e. Communicate the steps and results from an investigation in written reports and oral presentations.
**Focus on Physical Science**

**Motion**

1. The velocity of an object is the rate of change of its position. As a basis for understanding this concept:
   a. *Students know* position is defined in relation to some choice of a standard reference point and a set of reference directions.
   b. *Students know* that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary.
   c. *Students know* how to solve problems involving distance, time, and average speed.
   d. *Students know* the velocity of an object must be described by specifying both the direction and the speed of the object.
   e. *Students know* changes in velocity may be due to changes in speed, direction, or both.
   f. *Students know* how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction.

**Forces**

2. Unbalanced forces cause changes in velocity. As a basis for understanding this concept:
   a. *Students know* a force has both direction and magnitude.
   b. *Students know* when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
   c. *Students know* when the forces on an object are balanced, the motion of the object does not change.
   d. *Students know* how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction.
   e. *Students know* that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction).
   f. *Students know* the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
   g. *Students know* the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.

**Structure of Matter**

3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:
   a. *Students know* the structure of the atom and know it is composed of protons, neutrons, and electrons.
   b. *Students know* that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.
   c. *Students know* atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.
   d. *Students know* the states of matter (solid, liquid, gas) depend on molecular motion.
   e. *Students know* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.
f. **Students know** how to use the periodic table to identify elements in simple compounds.

### Earth in the Solar System (Earth Sciences)

4. The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept:
   a. **Students know** galaxies are clusters of billions of stars and may have different shapes.
   b. **Students know** that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color.
   c. **Students know** how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth.
   d. **Students know** that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
   e. **Students know** the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids.

### Reactions

5. Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept:
   a. **Students know** reactant atoms and molecules interact to form products with different chemical properties.
   b. **Students know** the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same.
   c. **Students know** chemical reactions usually liberate heat or absorb heat.
   d. **Students know** physical processes include freezing and boiling, in which a material changes form with no chemical reaction.
   e. **Students know** how to determine whether a solution is acidic, basic, or neutral.

### Chemistry of Living Systems (Life Sciences)

6. Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept:
   a. **Students know** that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms.
   b. **Students know** that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur.
   c. **Students know** that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA.

### Periodic Table

7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:
   a. **Students know** how to identify regions corresponding to metals, nonmetals, and inert gases.
   b. **Students know** each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.
   c. **Students know** substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

### Density and Buoyancy

8. All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this
concept:

a. Students know density is mass per unit volume.
b. Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume.
c. Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.
d. Students know how to predict whether an object will float or sink.

Investigation and Experimentation

9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Plan and conduct a scientific investigation to test a hypothesis.
b. Evaluate the accuracy and reproducibility of data.
c. Distinguish between variable and controlled parameters in a test.
d. Recognize the slope of the linear graph as the constant in the relationship \( y = kx \) and apply this principle in interpreting graphs constructed from data.
e. Construct appropriate graphs from data and develop quantitative statements about the relationships between variables.
f. Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure \( \times \) area, volume = area \( \times \) height).
g. Distinguish between linear and nonlinear relationships on a graph of data.

Art 7 and Art 8

Visual Arts

<table>
<thead>
<tr>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Describe the environment and selected works of art, using the elements of art and the principles of design. 1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art. Analyze Art Elements and Principles of Design</td>
<td>1.1 Use artistic terms when describing the intent and content of works of art. Analyze Art Elements and Principles of Design</td>
</tr>
<tr>
<td>1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).</td>
<td>1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.</td>
</tr>
<tr>
<td>1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.</td>
<td>1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.</td>
</tr>
<tr>
<td>2.1 Develop increasing skill in the use of at least three art media and processes (e.g., printing press, silk screening, computer graphics software).</td>
<td>2.1 Demonstrate an increased knowledge of technical skills in using art media and processes (e.g., printing press, silk screening, computer graphics software).</td>
</tr>
<tr>
<td>2.2 Design and create maquettes for three-</td>
<td>2.2 Design and create maquettes for three-</td>
</tr>
</tbody>
</table>
2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.

2.3 Develop skill in using mixed media while guided by a selected principle of design.

2.4 Develop skill in mixing paints and showing color relationships.

2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.

2.6 Create an original work of art, using film, photography, computer graphics, or video.

2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

3.1 Research and describe how art reflects cultural values in various the world.

3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

3.3 Identify major works of art created by women and describe the impact of those works on society at that time.

3.4 Discuss the contributions of various immigrant cultures to the art of a particular society.

3.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.

4.1 Define their own points of view and investigate the effects from cultures other than their own.

4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.

4.3 Construct an interpretation of a work of art based on the form and content of the work.

4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.

4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.

4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.

5.1 Study the music and art of a selected historical dimensional sculptures.

2.3 Create an original work of art, using film, photography, computer graphics, or video.

2.4 Design and create an expressive figurative sculpture. 2.5 Select a medium to use to communicate a theme in a series of works of art.

2.6 Design and create both additive and subtractive sculptures.

2.7 Design a work of public art appropriate to and reflecting a location.

3.1 Examine and describe or report on the role of a work comment or protest social conditions.

3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures. Diversity of the Visual Arts

3.3 Identify major works of art created by women and describe the impact of those works on society at that time.

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4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression. 5.1 Select a favorite artist and some of his or her works of expresses personal ideas and
era and that reflects that time and culture.

5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

5.3 Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

views about the artist. 5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.

Careers and Career-Related Skills

5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.

<table>
<thead>
<tr>
<th>Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
</tr>
<tr>
<td>1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.</td>
</tr>
<tr>
<td>1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.</td>
</tr>
<tr>
<td>1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.</td>
</tr>
<tr>
<td>1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.</td>
</tr>
<tr>
<td>1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)</td>
</tr>
<tr>
<td>2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.</td>
</tr>
<tr>
<td>2.2 Demonstrate the ability to use personal discovery views about the artist.</td>
</tr>
<tr>
<td>1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.</td>
</tr>
<tr>
<td>1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.</td>
</tr>
<tr>
<td>1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.</td>
</tr>
<tr>
<td>1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.</td>
</tr>
<tr>
<td>1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.</td>
</tr>
<tr>
<td>2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.</td>
</tr>
<tr>
<td>2.2 Expand and refine a personal repertoire of dance movement vocabulary.</td>
</tr>
</tbody>
</table>
and invention through improvisation and choreography. Application of Choreographic Principles and Processes to Creating Dance

2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.

2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).

2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.

2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).

2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.

3.1 Identify and perform dances from countries studied in the history–social science curriculum.

3.2 Explain the function of dance in daily life during specific time periods and in countries being studied in history–social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).

3.3 Explain how dance functions among people of different age groups, including their own.

4.1 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).

4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).

4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered.)

4.4 Explain how different venues influence the experience and impact of dancing (e.g., a studio

2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).

2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).

2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.

2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.

2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.

3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).

3.3 Describe the roles of males and females in dance in the United States during various time periods.

4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.

4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).

4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.

5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).

5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline,
<table>
<thead>
<tr>
<th>Setting, traditional stage, theater in the round.</th>
<th>Stress management, anatomic awareness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).</td>
<td>5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.</td>
</tr>
<tr>
<td>5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).</td>
<td></td>
</tr>
<tr>
<td>5.3 Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.</td>
<td></td>
</tr>
<tr>
<td>5.4 Research and compare careers in dance and dance-related fields.</td>
<td></td>
</tr>
</tbody>
</table>
Principles of Learning and Culturally Relevant Pedagogy

In School Districts where culturally relevant pedagogy has been implemented, the test scores have consistently gone up from year to year. Together with other District initiatives, there is a strong correlation with the implementation of Principles of Learning, Culturally Relevant Pedagogy and increased academic achievement.

Austin, TX

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>84</td>
<td></td>
</tr>
</tbody>
</table>

These scores are based on the state wide test for grade 3

Baltimore, MD

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>65</td>
<td>60</td>
</tr>
<tr>
<td>2007</td>
<td>69</td>
<td>62</td>
</tr>
<tr>
<td>2008</td>
<td>73</td>
<td>72</td>
</tr>
<tr>
<td>2009</td>
<td>77</td>
<td>78</td>
</tr>
</tbody>
</table>

These scores detail the amount of proficient students in the city of Baltimore for grade 3

New York City, NY

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>61.5</td>
<td>75.3</td>
</tr>
<tr>
<td>2007</td>
<td>56.4</td>
<td>82.2</td>
</tr>
<tr>
<td>2008</td>
<td>59.9</td>
<td>87.2</td>
</tr>
<tr>
<td>2009</td>
<td>69.4</td>
<td>91.4</td>
</tr>
</tbody>
</table>

These scores detail the amount of proficient students in grade 3
Los Angeles

2006  655
2007  662
2008  681
2009  694

These scores detail the API scores in LAUSD elementary, middle, and high schools

**Project Based Learning**

In 2007, the Center for Research in Educational Policy at the University of Memphis and University of Tennessee at Knoxville conducted an investigation into schools and districts implementing project based learning (PBL). They investigated test scores at 358 schools in 17 states that have been implementing PBL for the past five years. The highlights of the study are as follows:

Knoxville School District

2004  46.2
2005  58.1
2006  65.1

These scores identify the number (%) of proficient students in the Knoxville School District.

Denver School District

2004  58
2005  61
2006  65
These scores identify the number (%) of proficient students in the Denver School District.

Trenton School District

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>54.3</td>
</tr>
<tr>
<td>2005</td>
<td>55.1</td>
</tr>
<tr>
<td>2006</td>
<td>56.2</td>
</tr>
</tbody>
</table>

These scores identify the number (%) of proficient students in the Trenton, NJ School District.

The study conducted in 2007 described above shows the effectiveness of project based learning (PBL) as demonstrated by test scores. Over the course of three years, the implementation of project based learning resulted in increasing percentages of proficient students at the Denver School District, Knoxville School District, and the Trenton School District. In addition, Geier et al (2008) reports findings that PBL is more effective than traditional instruction as measured by standardized tests scores and his team found that PBL is more effective in increasing student achievement among historically underserved urban students. Research source: “Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform” in the Journal of Research in Science Teaching, vol 45, issue 8, page 922-939 and [http://www.bie.org/about/does_pbl_work](http://www.bie.org/about/does_pbl_work).

Professional Development

Students learn best with teachers who are knowledgeable of their subject field; are well trained to deliver rigorous instruction as well as to attend to the diverse needs of each student as an
individual. Celerity Troika Charter School will be a professional learning community and we will infuse the Principles of Learning (Organizing for Effort) into our school-wide professional development plan in order to help the teachers analyze the quality of instruction and opportunities for learning that they offer to students.
The selection of professional development will be based on school-wide priorities through a process of inquiry where quantitative and qualitative data are analyzed, including work samples, standardized test results, stakeholder surveys, portfolios, self-evaluations, videotaped lessons, administrator observations, and peer observations. Based on this data, plans will be developed to address needs for individual teachers, grade levels, content area specialists, and for school-wide staff development initiatives.

Professional development will include time for teacher collaboration and curriculum development. Teachers will observe and share expertise with each other. All teachers will be trained in the State Standards for the Teaching Profession, Reader’s Workshop and Writer’s Workshop, Culturally Responsive Pedagogy, Project Based Learning, Thematic Teaching, Observation Skills for Behavior Intervention, and English Language Development, in addition to the Principles of Learning.

Teachers will work in small collaborative teams where lessons are studied as a learning community and where accountability for student success is a shared responsibility. Celerity Troika Charter School will recruit highly qualified new and experienced credentialed or university intern teachers who fully meet the No Child Left Behind criteria and are committed to our core values and beliefs. Celerity Troika will recruit through hiring fairs, advertising, and targeted University contacts.

Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers will have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. Celerity Troika Charter School assures that its staff will attend and/or conduct professional development activities that support access by students with disabilities to its general education program. Our administrators will conduct individual teacher performance evaluations based on clear benchmarks for performance.

CTCS teachers will plan cross curricula, standards-based projects in grade-level teams three (3) times a year, prior to the start of each progress reporting period. In teams, teachers will create project-based performance assessments integrating California content standards. The teams will then map and plan backwards benchmark lessons and assessments which will teach their students the skills necessary to successfully demonstrate mastery on the performance assessments. Two (2) to three (3) weeks prior to the end of each reporting period, CTCS teachers will meet in teams to validate and analyze student performance assessment work samples. This data will then be used to guide and plan instruction for the next trimester. Throughout the trimester, teachers will be provided opportunities to observe each other teaching lessons. CTCS teachers will also be given time to meet in collaborative teams to reflect, critique each others’ lessons, and provide feedback.

CTCS’ leadership will monitor the school’s educational program by reviewing assessment data (e.g. progress reports, CST reports, Study Island, DataDirector, ST Math, etc.) with teachers. Teacher teams will identify grade-level strengths and weaknesses and report their findings to the staff. As a staff, school-wide strengths weaknesses will be identified based on the findings and school-wide goals will be created. Action plans to achieve the goals will then be created and
implemented. Throughout the school year, planning sessions will be held to discuss the effectiveness of the after school tutoring program. Teachers will communicate with the after-school tutoring staff to specifically target the supplemental instruction to meet each student’s needs.

All teachers at Celerity will be trained in “non-lecture Socratic group discovery” process of instructional delivery. We will train teachers to become facilitators of instruction and not the "sage on the stage." This would enable them to involve our students fully in the learning process. The preparation of teachers and support for their continuing professional development will be critical to the successful implementation of our academic program.

At the beginning of every academic year there will be a five day paid faculty training aimed at developing standards-based curricula guidelines and lesson plans. There will be five follow up sessions, one during the second month of school and one more every two months to coincide with benchmark assessment and data analysis. Additional ongoing professional and personal growth opportunities will be provided based on ongoing analysis of student achievement data as well as teacher identified growth needs and interests. Having an opportunity to meet together for such long periods will help promote the spirit of cooperation among our teachers as they create thematic and integrated lesson plans. Additionally, teachers will meet every Wednesday at the end of the school day to do common planning, analyze student work, and receive targeted professional development that is identified as needed between the full day professional development days.

This process of inquiry and data analysis to guide instruction will happen four (4) times a year: prior to the start of each school year, and at the end of each trimester. The data collected will then be used to plan professional development for the upcoming trimester.

In order to provide a quality instructional program in all subject areas the Celerity Troika Charter School will implement professional development programs that would ensure that:

• Teachers are technologically proficient and able to integrate technology into the learning process.
• Teachers possess an in-depth understanding of content standards and continuously strive to increase their knowledge of content.
• Teachers receive excellent training about both pedagogy and content to ensure that they are able to use a variety of instructional strategies in conveying the content of the subject area.
• Teachers are able to select research-based instructional strategies that are appropriate to the instructional goals and to students’ needs.
• Teachers effectively organize instruction around goals that are tied to standards and direct student learning.
• Teachers utilize both classroom assessments and standardized tests results to guide instruction.
• Each teacher develops in cooperation with the Principal or designee an annual professional development plan in line with our long-term professional development goals.
• At the end of the academic year, teachers submit a professional growth portfolio showcasing how they accomplished their annual professional development plans.
Professional development will be delivered by the Principal, Chief Executive Officer, Central Staff, Curriculum Specialists, outside consultants who are experts in their fields, and textbook publishers.

**Individual Learning Plans (ILP)**

Celerity Troika Charter School is committed to narrowing the achievement gap between low-income inner city students and their relatively affluent suburban counterparts. The most important tool for tracking and monitoring student success at Celerity Troika Charter School will be the ILP. An ILP will be a statement of expectations, achievement, interventions, and supports, including curriculum and instruction, which will be developed by the student’s teacher in cooperation with a student and his or her parents. The ILP will be designed to address the performance standards for each student. We see the ILP as a strategic plan for our students clearly outlining their strengths, weaknesses, opportunities and challenges. The ILP would also contain any behavior modification strategies that would be needed for the student to succeed.

Low achieving students will initially be identified based upon low achievement scores as identified through the use of the following assessment tools: California Standards Test reports, report cards/progress reports from the most recent school year, Kindergarten Checklists, publisher provided Curriculum-Based Assessments, Study Island, and DataDirector. For English Language Learners, initial date of identification as an ELL or IFEP and progress in ELD level will also be reviewed and taken into consideration.

The ILP will therefore not only set achievement benchmarks but shall outline the resources necessary to achieve the set goals for all students. It will be used to pinpoint effective practices to meet the student’s needs, and identify resources each student needs to be successful at Celerity Troika Charter School. ILPs shall spell out student’s long-term goals and the short term plans necessary to accomplish such goals. Students, teachers, and parents will collaborate in making recommendations and suggestions for any needed interventions, and together they will share responsibility for the student’s accomplishments. Teachers will review each student’s ILP monthly. By participating in the design of their learning plans, students will identify their individual learning styles, and develop potential academic strengths in an atmosphere of positive reinforcement and motivation.

**Identifying Students In Need of Intervention- Intervention Strategies**

Celerity Troika Charter School will implement intervention strategies that reduce student dropout and underachievement. In identifying students in need of intervention assistance, Celerity Troika Charter School will use the LAUSD risk factor indicators which include: Intervention will be provided through the afterschool tutoring program where students who do not demonstrate mastery of grade-level standards receive intensive and strategic academic support to address areas of weakness as identified by the student’s teacher. The after school program will also provide additional opportunities for students to benefit from software programs such as ST Math and Study Island.
In addition, students identified for intervention via the LAUSD risk factor indicators above may also be referred to the Student Success Team (SST). Students may be referred to the SST by a parent, teacher, or administrator. The SST will be a total school commitment to providing assistance in the general education classroom to students who need intervention and support. It will begin with a meeting involving the school Principal, teachers, parents and other school resources, who are responsible for working with a student who requires assistance. The meeting will provide an opportunity for each of the participants to share information and ideas that would improve the student’s ability to participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that enable the student to participate more effectively in the regular classroom. The SST will function to stimulate the school community to work together with the common purpose of providing appropriate interventions and assistance for students who need intervention and support.

Counseling will be an integral part of Celerity Troika Charter School’s total educational program. It will be developmental by design and will include sequential activities organized and implemented by community partners with the support of teachers, administrators, students, and parents. The counseling program will be an essential component of the total instructional program through which all students have maximum opportunity for their socio-emotional development. Students who demonstrate an emotional and/or behavioral need for services (e.g. self-image and eating issues, negative peer relationships, grief from loss of a family member, desire to harm self, or consistent disruptive behavior) may be referred for counseling by a parent, teacher, or administrator.

Meeting the Needs of Subgroups

The daily schedule will encompass blocked time, teacher/student individual conferences, and team teaching. CTCS will provide for all learners, including gifted, special education students, English Language Learners and at-risk students, by:

- Creating an environment that is responsive to the different learners
- Assessing each learner’s knowledge, understanding, and interest
- Integrating the intellectual process including both cognitive and affective abilities
- Differentiating and individualizing the curriculum to meet each learner’s needs
- Evaluating both learning and teaching, and reflecting on the information obtained to adapt the learning plan and improve the program.

<table>
<thead>
<tr>
<th>• Excessive Absences or tardiness</th>
<th>• Poor peer relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Frequent change of residence</td>
<td>• Immature-easily influenced</td>
</tr>
<tr>
<td>• Grade retention</td>
<td>• Disruptive behavior</td>
</tr>
<tr>
<td>• Inability to tolerate structure</td>
<td>• Frequent suspensions/expulsions</td>
</tr>
<tr>
<td>• Low self esteem</td>
<td>• Frequent health problems</td>
</tr>
</tbody>
</table>
I. Gifted Gifted and talented students demonstrate a varied pace of learning and their needs will be addressed through a differentiated approach which will provide meaningful challenges to further their learning. CTCS will utilize a flexible, open-ended, diverse range of options to provide advanced challenge, in-depth thinking, and abstract conceptualization in the classrooms. This diverse range of options will include:

- Appropriate and flexible grouping
- Significant interaction with intellectual peers
- Consideration of the students’ interest and levels of knowledge and ability
- Differentiation to meet their needs for acceleration, complexity, and depth in the study of the curriculum
- Provision for continuous progress that meets the students’ needs and focuses on their areas of strength

Students whose abilities fall into one or more of the categories below may be considered to participate:

Intellectual Ability Students whose general intellectual development is markedly advanced in relation to their chronological peers.

High Achievement Ability Students who consistently function for two consecutive years at highly advanced levels in both English-Language Arts/reading/EL (elementary), English/EL (secondary), and mathematics.

Specific Academic Ability Students who consistently function for three consecutive years at highly advanced levels in either English-Language Arts/reading/EL (elementary), English/EL (secondary), or mathematics. Students in Grades 9-8 may also be considered in either science or social science.

Creative Ability Students who characteristically perceive significant similarities or differences within the environment, challenge assumptions, and produce unique alternative solutions.

Leadership Ability Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction.

Ability in the Performing or Visual Arts Students who originate, perform, produce, or respond at exceptionally high levels in either dance, music (voice), drama, or in drawing or painting.

Process for Identification

Identification will be accomplished through an assessment process consisting of the following components:
(1) search and referral,
(2) screening,
(3) committee review, and
(4) School Administrator verification.
Initial steps:
• The school will develop an initial list of potential candidates through the process of search and referral.
• A designated staff member will screen students by collecting data from existing sources, such as, the cumulative record and progress report card.
• The school Screening Committee will make a recommendation for consideration of eligibility of students.
• When appropriate, an individual test for the intellectual or academic categories, or audition in the performing arts, or a demonstration in the visual arts may be required.
• The school administrator or designee will review all screening and assessment materials and determines the eligibility of students.

A Parent Consent for Assessment must be signed and returned to the school.

Guidelines for Recommendation Interested parents of students should contact the school concerning the identification process. The program serves students who demonstrate outstanding ability or high-level academic potential in one or more of the areas listed below.

The following are the criteria for each category:

INTELLECTUAL ABILITY: Students who consistently exhibit the capacity for excellence at remarkably high levels of accomplishment far beyond their chronological peers.

One semester of observation by the staff in the school of current enrollment and supportive descriptions of behavior by parent and teacher; and Evidence of intellectual ability which may include but is not limited to:
(1) above average abstract reasoning ability,
(2) superior vocabulary,
(3) rapid acquisition of a second language,
(4) advanced academic ability, i.e., two years above grade level in reading comprehension, mathematical reasoning, and problem solving,
(5) accelerated rate of learning new tasks,
(6) honors or recognition for outstanding accomplishments; or

*Scaled scores of 425 or above in English-Language Arts, grades 2-8 or scaled scores of 450 or above in math, grades 2-7 or scaled scores of 450 or above for grades 8 and above in math content courses on State-adopted criterion-referenced tests of academic content standards, such as, the California Standards Test (CST); or

Percentile score of 85 or above on approved standardized achievement tests (78 or above for CAT/6 or 77 or above on APRENDÁ-3) in reading or math indicated on current and previous group or individual achievement tests; or

A pattern of advanced academic achievement or an indication of the potential for such advanced academic performance; and must include Superior cognitive abilities indicated on standardized administration of an intelligence test given by the school psychologist.

(Teacher observations, review of student's cumulative record, and sample of student work must provide support for a recommendation of assessment.)
NOTE:
--Eligibility criteria for identification in the Intellectual category are as follows:
  - Students who score 95 to 99.8 percentile on a standardized administration of an
    intelligence test given by the school psychologist. - Students who score between a 99.5 to
    a 99.8 percentile are considered “highly gifted applicable” and may apply to a highly
    gifted magnet program; selection is based upon space availability. - School criterion for
    participation in the highly gifted program is the score of 99.9 percentile on a standardized
    administration of an intelligence test given by a school psychologist.
  
  -- Test results from private sources may be used to supplement the evaluation but may not be used
  instead of the test results from public sources. According to County Counsel, selecting students
  solely on the basis of private test results would constitute denial of equal protection under the law
  for those who cannot afford or obtain private testing.

HIGH ACHIEVEMENT ABILITY (General academic ability), Grade 3 or above -- Two current
consecutive years of advanced achievement in reading/EL (elementary), or English/EL
(secondary) and mathematics. There must be a minimum of three out of four eligible test scores
documented on a standardized/criterion reference test, i.e., California Standards Test (CST),
CAT/6, or APRENDA-3 in both English-Language Arts and mathematics. Grades may be
substituted for one of the four required scores.

Scores for 2008 and 2009 Scaled scores of 425 or above in English-Language Arts and scaled
scores of 450 or above in math for grades 2-7 or scaled scores of 450 or above in math content
courses for grade 8 on the California Standards Test (CST); or

A percentile score of 85 or above on approved standardized achievement tests (78 or above for
CAT/6 or 77 or above on APRENDA-3) in both reading and math on standardized individual or
group achievement tests obtained in the previous two consecutive years; or

Grade substitution rule—either the second or third year may be documented by grades as
follows: Elementary (Grades 1-5) grades of 4 (advanced) in achievement in the second and third
reporting periods; or Secondary (Grades 6-8) – a GPA of 3.5 or above; and

Teacher Observations – Review of student’s cumulative record and sample of student work must
support the recommendations from teachers or other school professionals verifying the degree of
achievement.

SPECIFIC ACADEMIC ABILITY (Fourth grade and above only) -- Three current
consecutive years of advanced achievement in reading/EL (elementary), English/EL
(secondary) or mathematics.

SCORES FOR 2007, 2008 and 2009 Scaled scores of 425 or above in English-Language Arts
and/or scaled scores of 450 or above in math from grades 2-7 or scaled scores of 450 or above in
math content courses for grade 8 on the California Standards Test (CST); and/or

Percentile scores of 85 or above on approved standardized achievement tests (78 or above for
CAT/6 or 77 or above on APRENDA-3) in the specific subject area or as many as two years of
grades as follows:
Elementary (Grades 1-5) -- grades of 4 (advanced) in achievement in the second and third reporting periods; or Secondary (Grades 6-8) -- a GPA of 3.5 or above; and

Teacher Observations – A review of student’s cumulative record and sample student work must support the following:

- Recommendations from teachers or other school professionals verifying the degree of achievement; or
- An analysis of student products illustrating outstanding ability in the specific area.

ABILITY IN THE PERFORMING ARTS (Grade 3 or above):
• Documentation of outstanding ability or the potential for such ability as evidenced by parent and student questionnaires; and
• Recommendation(s) by teacher(s) verifying the degree of excellence; and
• Demonstration of talent at a Districtwide audition.

ABILITY IN THE VISUAL ARTS (Grade 3 or above):
• Documentation of outstanding ability or the potential for such ability as evidenced by parent and student questionnaires; and
• Recommendation(s) by teacher(s) verifying the degree of excellence; and
• Portfolio Assessment at a Districtwide demonstration.
CREATIVE ABILITY (Grade 4 and above):

• Results of 96% or above on a standardized rating assessment scale for Creative Ability (referring school must request Rating Scale form from Gifted/Talented Programs office);
• Portfolio assessment;
• Documentation of outstanding ability or the potential for such ability as evidenced by community recognition, and teacher evaluation; and
• Teacher observations, review of student’s cumulative record, and sample of student work must provide support for a recommendation of assessment.

LEADERSHIP ABILITY (Grade 4 and above):

• Results of 96% or above on a standardized rating assessment scale for Leadership Ability (referring school must request Rating Scale form from Gifted/Talented Programs office);
• Portfolio assessment;
• Documentation of outstanding ability or the potential for such ability as evidenced by community recognition, and teacher evaluation; and
• Teacher observations, review of student’s cumulative record, and sample of student work must provide support for a recommendation of assessment.

Verification of Eligibility or Non-eligibility

• School Psychologist makes the initial determination of eligibility for students being considered for the intellectual and academic categories.
• Designated school personnel make final determination of eligibility for students being considered for the talent categories. Notification of Eligibility or Non-eligibility

• School notifies parents of students in writing of student's eligibility or non-eligibility.

• School creates an orange folder including a copy of the Application for Identification containing the Committee Report on Eligibility or Non-eligibility. (Parents may request a copy from the school.)
• School provides a Parent Consent for Participation for each eligible student, which parent must sign for student participation in the gifted/talented program. The orange folder and the consent form must be kept in student's cum.

II. Academically Low Achieving Students

Celerity Troika Charter School shall have the primary goal of increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving. The initial component of Celerity Troika Charter School’s program for low-achieving students will be the early identification of students with deficiencies in any academic subject but especially Mathematics, Science, and English Language through our Individual Learning Plans (ILPs). Professional development for our teachers will include specific training in recognizing academically low-achieving students, understanding how they can be helped to raise their achievement levels, and applying appropriate methodologies including differentiation in the classroom. Upon identification of any student as low achieving:
• Parents will be informed of the student’s academic standing within one week of identification.
• Within two weeks of identification, the school will schedule a conference between the student, parent, teachers, and the Faculty Advisor to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
• In those areas where the student is struggling most, one-to-one instruction will be offered by the classroom teacher and/or teacher’s assistant.
• Paraprofessionals and/or trained tutors (recruited from the business community, the college/university community, and volunteer organizations) will provide remedial tutoring through individualized and/or small group assistance.

Low achieving students will initially be identified based upon low achievement scores as identified through the use of the following assessment tools: California Standards Test reports, report cards/progress reports from the most recent school year, Kindergarten Checklists, publisher provided Curriculum-Based Assessments, DataDirector, and Study Island. For English Language Learners, initial date of identification as an ELL or IFEP and progress in ELD level will be reviewed and taken into consideration. Some instructional strategies utilized for low achieving students will include: pre-teaching and re-teaching skills and lessons in small groups, using visual cues, repetition, modeling, using graphic organizers, print-rich room environment, teaching through hands-on activities using realia, and tutoring (in-school and after-school).

III. Students at Risk of Retention
Celerity Troika Charter School holds high expectations for all students. Therefore, there will be no social promotions at the school. Students at risk of failing to meet state adopted standards or who are at risk of retention will receive extra help involving some combination of differentiated instruction, and supplemental education classes. Emphasis will be on methods that allow low achieving and at-risk students gain new knowledge, learn new strategies for acquiring information and solving problems, and enhance their perspective on the value and excitement of learning. These strategies will help bring these students up to grade level.

Faculty, staff and administrators will work together to ensure that no individual student falls behind. Instituting a comprehensive support system for all students including small classes, tutoring before and after school, will insure that our low achieving students do not fall through the cracks.

IV. English Language Learners
New EL students will be identified according to their home language and their scores on the California English Language Development Test (CELDT) to determine their individual proficiency level for purposes of planning their instruction. Identified EL students will be monitored by teacher observations, the annual CELDT test, and their academic progress.
Once an English learner student is identified, a conference will be scheduled with the parent to outline the instructional program, the teachers’ role in implementing the instructional program, the school’s role in supporting the instructional program, and the parent’s role in supporting the student to succeed. The result of such meeting will be incorporated into the student’s ILP.

Celerity Troika Charter School shall make every effort to recruit teachers who are bilingual or have state authorization to teach English learners such as BCLAD, CLAD, SB 1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes.

The English Language Development Program will be a process through which the students achieve advanced fluency in all areas of language: thinking, speaking, writing, and reading. Instruction is differentiated to address specific needs. Students will be actively involved in questioning, collecting data, reflecting on the information, using the information, and assessing their work.

CTCS will use Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies to provide students access to the core curriculum through a content-based and scaffolded program. In order to enhance academic achievement, the program shall:
1. activate and build on prior knowledge
2. set the purpose for learning
3. focus on acquiring vocabulary in context
4. provide opportunities for direct teaching of skills and problem solving
5. provide opportunities for scaffolded language and content

Classroom teachers will use graphic organizers, pre-teach and re-teach activities during small group sessions, student conference period, etc. The program will be individualized for students depending on where they are in the English language continuum. Students at the lower ELD levels will have more context embedded materials. As they progress in acquiring English language, the concepts become more abstract. The focus of learning moves from learning to read to reading to learn, where students process content and information. To help ensure access of EL students to all content areas, Celerity Troika Charter School will provide staff development to all teachers of EL students in instructional methodologies that will support the special learning needs of second language students. Additionally, any teacher who teaches English classes for EL students will hold an appropriate credential or demonstrates satisfactory progress toward obtaining such credentials.

CTCS will use the following instructional materials and instructional resources to support ELD & ESL students: classroom instruction will be aligned to ELD instructional framework and standards, students will be taught how to use thesauruses, English Language Arts textbooks and materials will be state-adopted and contain a built-in ELD component, supplemental ELD material such as Into English! from Hampton Brown are used in the Kinder through 3rd grade classrooms while Highpoint from Hampton Brown are used in the 4th through 8th grade classrooms, each classroom will contain a culturally relevant classroom.
library, classroom instruction will incorporate the use of hands-on activities using realia and manipulatives, and technology will be used as a tool for language acquisition.

To assist students who do not progress through the ELD Levels, CTCS teachers will infuse culturally relevant pedagogy into the classrooms. In addition, grade-level collaborative units and projects will contain differentiated lessons for ELLs. Classroom instruction will incorporate the use of scaffolding techniques and graphic organizers. Students struggling with English language acquisition will also have opportunities to learn in flexible small groups and one-on-one instruction with the teacher and/or teacher assistant. ELD Portfolios will be used to monitor and document language acquisition for each ELL. ELL student progress toward the ELD standards will be examined 4 times a year through ELA assessments (such as the Houghton-Mifflin curriculum based assessments, DataDirector Benchmark Assessments, and Study Island Assessments) and ELD Portfolios. ELLs will also have opportunities to receive additional instructional support during CTCS’ after-school tutoring and summer school intervention programs.

7th and 8th grade ELL students will receive daily ELD instruction during the review block period. During this period, the 7th and 8th grade ELL students will receive direct ELD instruction through the use of supplemental ELD resources such as Highpoint by Hampton Brown.

The goal for reclassification is for all ELL students to gain fluency in English as quickly as possible in a non-threatening setting. Celerity Troika Charter School will use the following criteria for reclassifying English Language Learners: ELL Students in grades 1 and 2:

1-The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.

2-The student is judged successful in a mainstream English program based on marks of 3 or 4 in English Language Arts on the Elementary Progress Report.

3-The student meets proficiency goals on three consecutive ELA Benchmark Assessments (DataDirector and Curriculum Based Unit Assessments)

4-The parent has been consulted and notified that the student is eligible for Reclassification.

ELL Students in grades 3 through 6:

1-The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.

2-The student is judged successful in a mainstream English program based on marks of 3 or 4 in English Language Arts on the Elementary Progress Report.

3-The student scores Basic or above on the ELA section of the CST.

4-The parent has been consulted and notified that the student is eligible for Reclassification.
ELL Students in grades 7 and 8:
1-The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
2-The student scores Basic or above on the ELA section of the CST.
3-The student is judged successful in a mainstream English program based on a grade of C or better in English.
4-The parent has been consulted and notified that the student is eligible for Reclassification.
Celerity Troika Charter School will adhere to all applicable federal, state, and judicial mandates for English Learners.

V. Low Socio Economic Status Students

At Celerity Troika Charter School, students from low socio-economic backgrounds will thrive and learn in a nurturing, caring, and collaborative environment. Low SES students will be taught cognitive strategies, such as the structure of language, how to establish goal-setting and procedural self-talk, how to sort relevant from irrelevant cues, and how to use mental models. In addition, CTCS teachers will use kinesthetic approaches, rubrics, graphic organizers, and flexible grouping for instruction based on identified student needs. Immediate intervention for struggling students will also be provided through one-on-one support, in-school and after school tutoring, and small group instruction.

Professional development will be focused on intentional instruction, reflecting a diagnostic approach that will be driven by identified instructional needs. To support low SES students, CTCS teachers will receive training in the following topics: how to use assessment data to guide instruction, broad-based planning that sets meaningful benchmarks for improvement, the importance of positive teacher-student relationships, and how to incorporate continual monitoring and assessment to guide instruction. Professional development will also work to build a professional learning community.

Celerity Troika Charter School will also support the economic needs of students from low socio-economic backgrounds through the following ways: canned goods drives, sponsoring community events such as Feed333 where families receive a week’s worth of food and toiletries for a family of four, providing school uniforms for parents who cannot afford to purchase school uniforms, providing bus tokens for parents who do not have transportation and are financially unable to purchase tokens, arranging for families to carpool to ensure that students come to school on-time daily, and donating groceries to families who do not have food to eat.

VI. Special Education

Special Education Program

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and
procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, [Charter School] will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and [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.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities for Conversion Schools

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

Modified Consent Decree Requirements

All charter schools chartered by LAUSD Board of Education 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 nineteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized
Education Programs ("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.

**Promotion and Retention of Students**

Promotion and retention of students will be based on several assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures will include the student progress report and teacher recommendations. Students whose average rubric score classification is "not proficient" on the final student progress report for the academic year will be retained.

The principal and/or teacher will prepare a written determination to specify the reasons for retention. The written determination will include recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination will be provided to and discussed with the student’s parents, the student’s teachers, and the principal.

Students identified for retention must participate in a remediation program (i.e. after-school, tutoring, summer-school). The student’s academic performance will be reassessed at the end of the remediation program, and the decision to retain or promote the student will be reevaluated at that time.
### Instructional Materials

The principal, in consultation with the staff, will order instructional materials based on their alignment with State Content Standard, the assessed needs of the students, school goals and measurable student outcomes. The textbooks for each of the core content areas have been selected from the State Adopted Textbook list. Each student will have sufficient current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>English Language</td>
<td>Look at Us, Colors All Around, We’re a Family, Friends Together, Let’s Count, Sunshine and Raindrops, Wheels Go Around, Down on the Farm, Spring is Here, A World of Animals</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>K</td>
<td>English Language</td>
<td>Into English!</td>
<td>Hampton Brown</td>
</tr>
<tr>
<td>K</td>
<td>Math</td>
<td>Math K</td>
<td>Saxon</td>
</tr>
<tr>
<td>K</td>
<td>Science</td>
<td>State adopted FOSS Curriculum and Trees, Animals Two by Two, Wood and Paper</td>
<td>Delta Education</td>
</tr>
<tr>
<td>K</td>
<td>Social Studies</td>
<td>My World</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>1</td>
<td>English Language</td>
<td>Here We Go, Let’s Be Friends, Surprises, Treasures, Wonders</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>1</td>
<td>English Language</td>
<td>Into English!</td>
<td>Hampton Brown</td>
</tr>
<tr>
<td>1</td>
<td>Math</td>
<td>Math 1</td>
<td>Saxon</td>
</tr>
<tr>
<td>1</td>
<td>Science</td>
<td>State adopted FOSS Curriculum and Insects and Plants, Air and Weather, Solids &amp; Liquids</td>
<td>Delta Education</td>
</tr>
<tr>
<td>1</td>
<td>Social Studies</td>
<td>School and Family</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>2</td>
<td>English Language</td>
<td>Adventures, Delights</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>2</td>
<td>English Language</td>
<td>Into English!</td>
<td>Hampton Brown</td>
</tr>
<tr>
<td>2</td>
<td>Math</td>
<td>Math 2</td>
<td>Saxon</td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td>State adopted FOSS Curriculum and Plants and Animals, Pebbles, Sand and Silt, Insects</td>
<td>Delta Education</td>
</tr>
<tr>
<td>2</td>
<td>Social Studies</td>
<td>Neighborhoods</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>3</td>
<td>English Language</td>
<td>Rewards, Horizons</td>
<td>Houghton Mifflin</td>
</tr>
<tr>
<td>3</td>
<td>English Language</td>
<td>Into English!</td>
<td>Hampton Brown</td>
</tr>
<tr>
<td>3</td>
<td>Math</td>
<td>Math 54</td>
<td>Saxon</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>State adopted FOSS Curriculum and Structures of Life, Matter and Energy, Magnetism and Electricity</td>
<td>Delta Education</td>
</tr>
<tr>
<td>3</td>
<td>Social Studies</td>
<td>Communities</td>
<td>Houghton Mifflin</td>
</tr>
</tbody>
</table>
Accountability for Results

Results and accountability will be demanded from all stakeholders at Celerity Troika Charter School. Data will be relied on heavily for decision making. The Principal and Chief Executive Officer are ultimately responsible to the Board of Trustees for student achievement.

Grades 7th & 8th Proposed Course Schedule

The courses offered at Celerity Troika Charter School will be structured to prepare students to be successful in high school and post-secondary studies. Teachers will be actively involved in shaping and further evolving the courses to provide the most rewarding educational experiences.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English Language Arts</th>
<th>Tragedy</th>
<th>Development</th>
<th>Science</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td>4</td>
<td>English Language</td>
<td>Traditions</td>
<td>High Point</td>
<td>Sun, Moon and Stars, Solid Earth, Mixtures and Solutions</td>
<td>California Studies</td>
</tr>
<tr>
<td>4</td>
<td>Math</td>
<td>Math 65</td>
<td>Hampton Brown</td>
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<tr>
<td>4</td>
<td>Social Studies</td>
<td>High Point</td>
<td>Hampton Brown</td>
<td>Houghton Mifflin</td>
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<tr>
<td>5</td>
<td>English Language Arts</td>
<td>Expeditions</td>
<td>Hampton Brown</td>
<td>United States History: The Early Years</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Math</td>
<td>Math 76</td>
<td>Saxon</td>
<td>Delta Education</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Science</td>
<td>State adopted FOSS Curriculum and Water Planet, Living Systems, Environments</td>
<td>Delta Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Social Studies</td>
<td>High Point</td>
<td>Hampton Brown</td>
<td>Expeditions</td>
<td></td>
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<tr>
<td>6</td>
<td>English Language Arts</td>
<td>Triumphs</td>
<td>Hampton Brown</td>
<td>Language of Literature Gr 7</td>
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<tr>
<td>6</td>
<td>Math</td>
<td>Math 87</td>
<td>Saxon</td>
<td>McDougall Littell</td>
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<tr>
<td>6</td>
<td>Science</td>
<td>Earth Science</td>
<td>CPO</td>
<td>McDougall Littell</td>
<td></td>
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<tr>
<td>6</td>
<td>Social Studies</td>
<td>World History: Ancient Civilizations</td>
<td>Houghton Mifflin</td>
<td>CPO</td>
<td></td>
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<tr>
<td>7</td>
<td>English Language Arts</td>
<td>Language of Literature Gr 7</td>
<td>McDougall Littell</td>
<td>Language of Literature Gr 8</td>
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<tr>
<td>7</td>
<td>Math</td>
<td>Math Concepts and Skills Course 2</td>
<td>McDougall Littell</td>
<td>McDougall Littell</td>
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<tr>
<td>7</td>
<td>Science</td>
<td>Life Science</td>
<td>CPO</td>
<td>McDougall Littell</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Social Studies</td>
<td>World History: Medieval and Modern Times</td>
<td>McDougall Littell</td>
<td>McDougall Littell</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>English Language Arts</td>
<td>High Point</td>
<td>Hampton Brown</td>
<td>Algebra 1 Concepts and Skills</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Math</td>
<td>Physical Science</td>
<td>CPO</td>
<td>McDougall Littell</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Science</td>
<td>Earth Science</td>
<td>CPO</td>
<td>McDougall Littell</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Social Studies</td>
<td>Creating America: A History of the United States</td>
<td>McDougall Littell</td>
<td>Creating America: A History of the United States</td>
<td></td>
</tr>
</tbody>
</table>
**Instructional Time and Academic Calendar**

A number of research studies have demonstrated the relationship between the time on task and student achievement (Stigler, Lee and Stevenson 1987:1283). The academic year will be based on a 180-day semester schedule with hours of instruction exceeding the minimum required by the state of California. Our daily instructional schedule and yearly calendar would have the following features:

- The school will utilize a daily block schedule, in grades 7th & 8th, enabling our teachers to implement project-based integrated and thematic instructional strategy. There shall be six periods each day of 50 minutes long for Wednesday and a block schedule, of 100 minutes for three periods on Monday, Tuesday, Thursday and Friday. In addition to the above, there will be a targeted 35 minute period each day to address Homeroom Advisory, ESL, and Enrichment depending on the need of each student.
- Our instructional time shall be maximized through a reduction in interruptions such as a call to the office, public address announcements, and extra-curricular activities.
- Homework will be assigned in all subject areas and used as a means for both independent practice and exploration of new concepts.
- Students, faculty and staff will participate in advisory meetings and student assemblies.

**Proposed Bell Schedule**

Celerity Troika Charter School is proposing a school schedule that exceeds the 200 minimum instructional minute requirements in kindergarten and 320 minutes for grades 1st – 8th as set forth in the Education Code for non-charter elementary school programs. During parent conferences, CTCS may use an early dismissal schedule. Please see Appendix for sample schedules.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Start of Class</th>
<th>Start of Recess</th>
<th>End of Recess</th>
<th>Start of Lunch</th>
<th>End of Lunch</th>
<th>Dismissal</th>
<th>Total Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>8:10</td>
<td>9:30</td>
<td>9:50</td>
<td>11:40</td>
<td>12:20</td>
<td>2:45</td>
<td>335</td>
</tr>
<tr>
<td>2/3</td>
<td>8:10</td>
<td>9:55</td>
<td>10:15</td>
<td>12:00</td>
<td>12:40</td>
<td>2:45</td>
<td>335</td>
</tr>
<tr>
<td>4</td>
<td>8:10</td>
<td>9:30</td>
<td>9:50</td>
<td>11:50</td>
<td>12:30</td>
<td>2:45</td>
<td>335</td>
</tr>
<tr>
<td>5/6</td>
<td>8:10</td>
<td>9:55</td>
<td>10:15</td>
<td>12:35</td>
<td>1:15</td>
<td>2:45</td>
<td>335</td>
</tr>
</tbody>
</table>
Celerity Exceeds ALL State Requirements

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>State Required Instructional Time</th>
<th>Celerity’s Instructional Time Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>36,000 minutes</td>
<td>58,950 minutes</td>
</tr>
<tr>
<td></td>
<td>175 days</td>
<td>180 days</td>
</tr>
<tr>
<td>Grades 1 – 3</td>
<td>50,400 minutes</td>
<td>58,950 minutes</td>
</tr>
<tr>
<td></td>
<td>175 days</td>
<td>180 days</td>
</tr>
<tr>
<td>Grades 4 – 8</td>
<td>54,000 minutes</td>
<td>58,950 minutes</td>
</tr>
<tr>
<td></td>
<td>175 days</td>
<td>180 days</td>
</tr>
</tbody>
</table>

See the appendix for grade level schedules that show content area instruction and daily schedules. Instructional schedules are based upon the following concepts and guiding principles.

For Kindergarten and First Grade, English Language instruction will include two hours and 50 minutes or 170 instructional minutes. These instructional minutes will include a 30-minute read aloud during the afternoon Language Arts block. Read alouds are a core component of Celerity’s literacy program. Read alouds are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule also includes 40 minutes of mathematics instruction. The instructional schedule...
also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. A 30-minute block is devoted to ELD instruction for ELL’s while non-ELD students have opportunities to work in small flexible groupings on activities such as re-teach or pre-teach activities, partner reading, and journal writing. In addition, the instructional program also includes a 35 minute block where students participate in alternating classes of dance, PE, Yoga, art, and technology.

The student schedule for the middle elementary grades, second and third, differs from the primary students. As student transition from the primary years, their schedule is modified to meet their instructional and developmental needs. One of the key differences from the Kinder and First Grade Schedule is longer instructional blocks in the areas of Math, Dance, Art, Yoga, PE, and Technology.

For Second and Third Grade, English Language instruction includes two hours and 50 minutes or 170 instructional minutes. These instructional minutes include a 20-minute read aloud during the afternoon Language Arts block. Read alouds are a core component of Celerity’s literacy program. Read alouds are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule also includes 60 minutes of mathematics instruction. The instructional schedule also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. A 30-minute block is devoted to ELD instruction for ELL’s while non-ELD students have opportunities to work in small flexible groupings on activities such as re-teach or pre-teach activities, partner reading, sustained silent reading, and journal writing. In addition, the instructional program also includes a 45 minute block where students participate in alternating classes of dance, PE, Yoga, art, and technology.

As Fourth graders become proficient readers and read to learn instead of learning to read, the English Language instruction decreases to two hours and 15 minutes or 135 instructional minutes. These instructional minutes still include a 15-minute read aloud during the afternoon Language Arts block and are tied to standards learning and have an explicit lesson plan with directed instruction, purpose, and objective for learning. The schedule also includes 50 minutes of mathematics instruction. The instructional schedule also includes 60 minutes of alternating Social Studies and Science instruction. It is during this afternoon block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. A 30-minute block is devoted to ELD instruction for ELL’s while non-ELD students have opportunities to work in small flexible grouping on activities such as re-teach or pre-teach activities, partner reading, sustained silent reading, Daily Oral Language, ST Math, and journal writing. In addition, the instructional program also includes
a longer block of 60 minutes where students participate in alternating classes of dance, PE, Yoga, art, and technology. The increase in this block of instruction begins to prepare students for the block schedule they will transition into when they move to the middle school grades.

As Fifth graders continue to become proficient readers, English Language instruction decreases to two hours or 120 instructional minutes. The schedule also includes 50 minutes of mathematics instruction. The instructional block of alternating Social Studies and Science instruction has now increased to 1 hour and 15 minutes or 75 instructional minutes. It is during this block that teachers provide students with learning opportunities to integrate content areas through hands-on project based learning. The increase in this block of instruction continues to prepare students for the block schedule they will transition into when they move to the middle school grades.

A 30-minute block is devoted to ELD instruction for ELL’s while non-ELD students have opportunities to work in small flexible grouping on activities such as re-teach or pre-teach activities, partner reading, writing projects that are in different phases of the writing process, sustained silent reading, Daily Oral Language, ST Math, projects, and journal writing. In addition, the instructional program also includes a block of 60 minutes where students participate in alternating classes of dance, PE, Yoga, art, and technology.

One of the biggest differences between the 6th through 8th grade schedule and students in self-contained classrooms (K-6) is the transition to block scheduling and attending class with multiples teachers per day. Students on the block scheduling attend 3 classes of 100 minutes on Mondays, Tuesdays, Thursdays, and Fridays, meeting with their odd period teachers on Mondays and Thursdays and meet with their even period teachers on Tuesday and Fridays. On Wednesdays, students meet attend all 6 periods for 50 minutes each. Another difference is the review/ESL/IWT during the last 35 minutes of each school day. This block is devoted to ELD instruction for ELL’s while non-ELD students have support in homeroom Advisory. The block scheduling enables our teachers to implement project-based integrated and thematic instructional strategy by providing more time per class session to teach content to mastery while integrating content areas and using hands-on learning activities.

**Calendar**
CTCS will operate on a single track, 180-day academic schedule. Teachers will participate in 10 additional days of professional development prior to the beginning and during the school year.
See appendix for month by month academic calendar

<table>
<thead>
<tr>
<th>Year</th>
<th>School Starts</th>
<th>School Ends</th>
<th>Holidays</th>
<th>Breaks</th>
<th>Professional Development /Pupil Free Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Veteran’s Day</td>
<td>12/17/12 – 1/4/13</td>
<td>8/3 – 8/9/12, 8/31/12, 10/8/12, 12/14/12, 2/15/13, &amp; 3/29/13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Thanksgiving</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Martin L. King Day</td>
<td>4/1 – 4/5/13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Presidents Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Memorial Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pupil Free
8/10/12 & 6/5/13
ELEMENT 2: Measurable Student Outcomes

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum that is aligned to the California State Content Standards in Physical Education and the core academic areas of language arts, math, social studies, science, ELD, and visual and performing arts. Exit outcomes address the goals for all students: Regular, Low Achieving, Low Socioeconomic, English Language Learners, special education, and gifted.

Celerity will implement all provisions of No Child Left Behind, including meeting all annual measurable objectives (AMOs) in English Language Arts (ELA) and Mathematics with a 95% participation rate on assessments in ELA and mathematics. Celerity Troika Charter School will outperform all district schools in the surrounding area, and demonstrate progress on the Academic Performance Index (API). At the end of year 5 CTCS will attain an API score of at least 995. Please see the quantitative CST Targets outlined below. CTCS will continue to demonstrate progress on the CST each year.

Quantitative CST Targets
Celerity Troika Charter School has set the following estimated quantitative CST targets for years 3 and 5 taking the test scores from resident schools and LAUSD similar schools in 2011.

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Median LAUSD Similar Schools from CDE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adv/Pro</td>
<td>53%</td>
<td>61%</td>
</tr>
<tr>
<td>B</td>
<td>29%</td>
<td>22%</td>
</tr>
<tr>
<td>BB</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>FBB</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Median Resident Schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adv/Pro</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>B</td>
<td>28%</td>
<td>23%</td>
</tr>
<tr>
<td>BB</td>
<td>18%</td>
<td>19%</td>
</tr>
<tr>
<td>FBB</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Celerity Troika Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adv/Pro</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>BB</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>FBB</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Celerity Troika Year 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adv/Pro</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>BB</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>FBB</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
## Curricular Exit Outcomes

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>Demonstrate grade level literacy in reading, writing, speaking and listening by:</td>
<td>Percentage of students achieving at the proficient and advanced level in the CST will increase each year. (100% proficient and advanced in year 3 &amp; 100% in year 5). See Quantitative CST Targets delineated in element 3.</td>
</tr>
</tbody>
</table>
|                                  | • constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience  
• initiate reading opportunities and read independently for 30 minutes or longer  
• write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem  
• apply the writing process and conventions of writing  
• use speaking skills to present information, narrative, and response to literature  
• apply presentation strategies effectively  
• Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.  
• Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. | Percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year. (80% proficient and advanced in year 3 and 88% in year 5) |
| **English Language Development** | • Demonstrate verbal and written proficiency in English according to ELD standards  
• Students will advance one ELD level each year in the lower ELD levels. | Percentage of students scoring Early Advanced and Advanced in CELDT will increase by 5% each year. |

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<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Revise one’s writing for proper use of final punctuation, capitalization, and correct spelling.</td>
<td>* Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation.</td>
</tr>
<tr>
<td>Percentage of students redesignated will increase by 5% each year.</td>
<td>Percentage of students achieving at the proficient and advanced level in the CST will increase each year. (94% proficient and advanced in year 3 &amp; 99% proficient and advanced in year 5). See Quantitative CST Targets delineated in element 3.</td>
</tr>
<tr>
<td>* Demonstrate grade level fluency in mathematics concepts, mathematical reasoning, and basic computational skills as well as communicate and apply these skills in various settings.</td>
<td>* Students know differences in pressure, heat, air movement, and humidity result in changes</td>
</tr>
<tr>
<td>* Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.</td>
<td></td>
</tr>
<tr>
<td>* Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale.</td>
<td></td>
</tr>
<tr>
<td>* Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.</td>
<td></td>
</tr>
<tr>
<td>Percentage of students achieving at the proficient and advanced level in the CST will increase by each year. (100% proficient and advanced in year 3 &amp; 100% in year 5) See Quantitative CST Targets delineated in element 3.</td>
<td></td>
</tr>
</tbody>
</table>
- Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
- Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.

<table>
<thead>
<tr>
<th>History/Social Science</th>
<th>Percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year. (85% proficient and advanced in year 3 and 91% in year 5). See Quantitative CST Targets delineated in element 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>All students will participate fully in the Visual and Performing Arts programs. Percentage of students demonstrating proficiency in meeting these grade-level standards level in</td>
</tr>
<tr>
<td>Subject</td>
<td>Objectives</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Physical Education</td>
<td>- Become physically educated, physically fit, and be able to enjoy a variety</td>
</tr>
<tr>
<td></td>
<td>of physical activities.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate a commitment to lifelong health and physical well-being.</td>
</tr>
<tr>
<td></td>
<td>- Develop self-improvement, participation, and cooperation skills.</td>
</tr>
<tr>
<td></td>
<td>- Develop a one-week personal physical fitness plan specifying the proper</td>
</tr>
<tr>
<td></td>
<td>warm-up and cool-down activities and the principles of exercise for each</td>
</tr>
<tr>
<td></td>
<td>component of health-related physical fitness.</td>
</tr>
<tr>
<td></td>
<td>- Refine individual personal physical fitness goals for each of the five</td>
</tr>
<tr>
<td></td>
<td>components of health-related physical fitness, using research-based criteria.</td>
</tr>
<tr>
<td></td>
<td>- Fitness Gram</td>
</tr>
<tr>
<td>Technology</td>
<td>- Students apply digital tools to gather, evaluate, and use information by</td>
</tr>
<tr>
<td></td>
<td>planning</td>
</tr>
</tbody>
</table>
strategies to guide inquiry
- Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Students process data and report results.

progress reports supported by performance assessments will increase by 5% each year (70% proficient or advanced in year 3 and 85% proficient or advanced in year 5).

<table>
<thead>
<tr>
<th>Performance Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTCS will track and analyze factors, which influence academic achievement and growth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor</th>
<th>Measurable Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conduct</td>
<td>Average daily attendance rate of at least 95%</td>
</tr>
<tr>
<td></td>
<td>Tardiness continually decrease each year</td>
</tr>
<tr>
<td></td>
<td>Suspensions/expulsions decrease each year</td>
</tr>
<tr>
<td></td>
<td>Mediation referrals decrease each year</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>90% will attend ongoing parent-teacher conferences</td>
</tr>
<tr>
<td></td>
<td>Parent attendance at special programs, festivals and forums will increase annually</td>
</tr>
<tr>
<td>Professional Development</td>
<td>100% participation in annual two week program held prior to opening of school each year and at ongoing professional development programs during the year.</td>
</tr>
<tr>
<td>Culturally Responsive Standards-Based Classrooms</td>
<td>Classroom lessons and published student work reflects the connection of content with students’ prior knowledge, life</td>
</tr>
<tr>
<td>and School experiences, contextual reality, and cultural history.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **Project Based Learning** | **Enhanced professionalism and collaboration on the part of teachers.**  
**Increased student attendance, self-reliance, and improved attitudes towards learning.**  
**Increased gains in general academic achievement in all subject matter areas.**  
**Increased capability on the part of students for applying learning in novel, problem-solving contexts.**  
**Increased student mastery of processes and procedures such as planning, communicating, problem solving, and decision making.** |
| **Principles of Learning** | **Academic Rigor is present in lessons and in student work as evidenced through classroom observations, student work samples, and lesson plans.**  
**Questioning techniques are put into use during the planning phase of the lessons.**  
**Students and parents understand the work.**  
**Authentic assessments are used.** |
| **Teacher Performance** | **Knowledge of curriculum**  
**Competence in pedagogy**  
**Professional attitude**  
**Effective teaching strategies** |
ELEMENT 3: METHODS TO MEASURE STUDENT OUTCOMES

In order to close the achievement gap, student progress will be assessed on an ongoing basis to provide support to all students. The Chief Executive Officer and the Principal are accountable to the Board of Trustees of Celerity Educational Group for the achievement of the educational goals. In addition to the primary accountability of the school administrators, the entire school community, which includes staff, students, parents and community supporters, will be responsible and held accountable for ensuring the students’ academic success.
## Curricular Goals and Measurements

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>Demonstrate grade level literacy in reading, writing, speaking and listening by:</td>
<td></td>
</tr>
</tbody>
</table>
| | - constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience | ● Teacher assignments (Weekly)  
- initiate reading opportunities and read independently for 30 minutes or longer | |  
- write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem | ● Performance assessments (Once per trimester)  
- apply the writing process and conventions of writing | |  
- use speaking skills to present information, narrative, and response to literature | ● Houghton Mifflin/McDougal Littell Curriculum Based Assessments (Initial identification & According to Pacing Plan)  
- apply presentation strategies effectively | |  
- Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. | ● Writing portfolio (Bi-monthly)  
- Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. | |  
- State standardized testing (CST, CELDT, CAPA, SABE, Writing Prompt) (Annual)  
- Electronic Standards Based Assessments (DataDirector) (Initial identification & 3 times per year) Study Island (Weekly) |}

<table>
<thead>
<tr>
<th>Percentage of students achieving at the proficient and advanced level in the CST will increase by 5% each year. (96% proficient and advanced in year 3 &amp; 99% in year 5).</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students scoring Early Advanced and Advanced in CELDT will increase by 5% each year.</td>
<td></td>
</tr>
<tr>
<td>Percentage of students redesignated will increase by 5% each year.</td>
<td></td>
</tr>
</tbody>
</table>

### English Language Development

- Demonstrate verbal and written proficiency in English according to ELD standards
- Students will advance one ELD level each year in the lower ELD levels.
- Revise one’s writing for proper use of final punctuation, capitalization, and correct spelling.
- Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

- State standardized testing (CST, CELDT, CAPA, SABE, Writing Prompt) (Annual)
- Electronic Standards Based Assessments (DataDirector) (Initial identification & 3 times per year) Study Island (Weekly)
- Individual student conferences (4 times per year)

### English Language Development

- Demonstrate grade level literacy in reading, writing, speaking and listening by:
  - constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience
  - initiate reading opportunities and read independently for 30 minutes or longer
  - write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem
  - apply the writing process and conventions of writing
  - use speaking skills to present information, narrative, and response to literature
  - apply presentation strategies effectively
  - Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
  - Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

- State standardized testing (CST, CELDT, CAPA, SABE, Writing Prompt) (Annual)
- Electronic Standards Based Assessments (DataDirector) (Initial identification & 3 times per year) Study Island (Weekly)
- Individual student conferences (4 times per year)
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Assessments (Initial identification &amp; According to Pacing Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Demonstrate grade level fluency in mathematics concepts, mathematical reasoning, and basic computational skills as well as communicate and apply these skills in various settings.</td>
<td>● Teacher assignments (Weekly)</td>
</tr>
<tr>
<td>● Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.</td>
<td>● Performance assessments (Once per trimester)</td>
</tr>
<tr>
<td>● Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale.</td>
<td>● Saxon Math/McDougal Littell Curriculum Based assessments (According to pacing plan)</td>
</tr>
<tr>
<td>● Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements.</td>
<td>● Student portfolio (Bi-monthly)</td>
</tr>
<tr>
<td></td>
<td>● Progress report (Three times per year)</td>
</tr>
<tr>
<td></td>
<td>● Electronic Standards Based Assessments (DataDirector) (Initial Identification and three times per year) Study Island (Weekly)</td>
</tr>
<tr>
<td></td>
<td>● Individual student conferences (4 times per year)</td>
</tr>
<tr>
<td></td>
<td>● State standardized testing State standardized testing (CST, CAPA, SABE) (Annual)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Science</th>
<th>Assessments (Initial identification &amp; According to Pacing Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Demonstrate proficiency of the grade level content standards in physical, life, and earth sciences, investigation and experimentation.</td>
<td>● Teacher assignments (Weekly)</td>
</tr>
<tr>
<td>● Students know differences in pressure, heat, air movement, and humidity result in changes of weather.</td>
<td>● Performance assessments (Once per trimester)</td>
</tr>
<tr>
<td>● Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.</td>
<td>● Foss/CPO Curriculum based assessments (According to pacing plan)</td>
</tr>
<tr>
<td>● <em>Students know</em> the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced.</td>
<td>● Student portfolio (Bi-monthly)</td>
</tr>
<tr>
<td></td>
<td>● Progress report (3 times per year)</td>
</tr>
<tr>
<td></td>
<td>● Individual student conferences (4 times per year)</td>
</tr>
<tr>
<td></td>
<td>● State standardized testing (CST) (Annual)</td>
</tr>
</tbody>
</table>

Percentage of students achieving at the proficient and advanced level in the CST will increase by 5% each year. (98% proficient and advanced in year 3 & 99% in year 5)

Percentage of students achieving at the proficient and advanced level in **progress reports** supported by performance assessments will increase by 5% each year. (80% proficient and advanced in year 3 and 88% in year 5)
<table>
<thead>
<tr>
<th><strong>Progress Reports</strong></th>
<th>Percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year. (85% proficient and advanced in year 3 and 91% in year 5).</th>
</tr>
</thead>
</table>
| **History/Social Science** | • Demonstrate proficiency of the grade level content standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.  
• Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.  
• Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.  
• Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence. |
| **Visual and Performing Arts** | • Connect the arts with all other content areas.  
• Talk about, evaluate, and describe the arts, using specific criteria.  
• Demonstrate an understanding of how culture and the arts interact.  
• Demonstrate ability to read, write, and perform in each of the arts disciplines.  
• Demonstrate expression through movement and spatial awareness.  
• Demonstrate a sense of self-confidence and knowledge of their place in history and society.  
• Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made. |

<table>
<thead>
<tr>
<th><strong>Teacher Assignments</strong></th>
<th>(Weekly)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Assessments</strong></td>
<td>(Once per trimester)</td>
</tr>
<tr>
<td><strong>Houghton Mifflin/McDougal Littell Curriculum based assessment</strong></td>
<td>(According to pacing plan)</td>
</tr>
<tr>
<td><strong>Student Portfolio</strong></td>
<td>(Bi-monthly)</td>
</tr>
<tr>
<td><strong>Progress Report</strong></td>
<td>(3 times per year)</td>
</tr>
<tr>
<td><strong>Individual Student Conferences</strong></td>
<td>(4 times per year)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Performances</strong></th>
<th>(Once per trimester)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio</strong></td>
<td>(Bi-monthly)</td>
</tr>
<tr>
<td><strong>Progress Report</strong></td>
<td>(3 times per year)</td>
</tr>
</tbody>
</table>
| Physical Education | ‣ Become physically educated, physically fit, and be able to enjoy a variety of physical activities.  
 ‣ Demonstrate a commitment to lifelong health and physical well-being.  
 ‣ Develop self-improvement, participation, and cooperation skills.  
 ‣ Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.  
 ‣ Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.  
 | Percentage of students achieving at the proficient and advanced level in progress reports supported by performance assessments will increase by 5% each year. (70% proficient and advanced in year 3 and 85% in year 5).  
 | ● Performance assessments (4 times per year)  
 ● Observation checklists (Bi-monthly)  
 ● Progress report (3 times per year)  
 ● State standardized testing (Annual)  
 ● Fitness Gram for 5th and Middle School |
| Technology | ‣ Students apply digital tools to gather, evaluate, and use information by planning strategies to guide inquiry  
 ‣ Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  
 ‣ Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.  
 ‣ Students process data and report results.  
 | Percentage of students demonstrating proficiency in meeting these grade-level standards level in progress reports supported by performance assessments will increase by 5% each year (70% proficient or advanced in year 3 and 85% proficient or advanced in year 5).  
 | ● Performance assessments (3 times per year)  
 ● Observation checklists (Bi-monthly)  
 ● Progress report (3 times per year) |
Benchmark Assessments - In order to monitor student achievement throughout the academic school year, CTCS teachers will use the following assessments as benchmark assessments: teacher assignments and Study Island standards based assessments (weekly), curriculum based assessments such as story tests and unit exams (given according to the pacing plan), and writing portfolio samples (bi-monthly). In addition, standards based benchmark assessments (DataDirector) will be implemented every two months.

Technology - Celerity Troika Charter School will teach technology skills through integration with core content areas and projects. Therefore, student progress toward technology skills will be assessed at the end of each trimester when student projects are due. Each trimester project includes a technology component. The student’s ability to demonstrate technology skills learned throughout the trimester will be evidenced by the performance task and corresponding rubric.
Study Island - Celerity will use Study Island assessments to monitor student achievement on a weekly basis. During weekly grade-level team meetings, teachers will analyze Study Island data to monitor student achievement, determine student strengths and needs, and share successful strategies and techniques. Teachers will use this data to guide their instructional planning for the upcoming week. Parents will have opportunities to access Study Island home practice accounts. Through these accounts, parents will be able to support their child’s academic progress. Study Island will also be programmed to email school assessment results directly to parents on a weekly basis.

DataDirector Assessments - Celerity Troika Charter School will use DataDirector assessments four times each school year to monitor student achievement and guide instruction. The benchmark assessments will be given in October, December, February and April of each school year. Each assessment will be aligned to California State content standards and assesses mastery of these standards. During pupil-free professional development days, teachers will analyze the DataDirector results to identify re-teach standards and revise lesson plans to incorporate these standards. DataDirector results will also be shared with parents and students through meetings, conferences, and data walls. All stakeholder groups will use DataDirector results to celebrate progress and identify areas for growth.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Measurable Expected Outcome</th>
<th>Measurement Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conduct</td>
<td>Average daily attendance rate of at least 95% Tardiness continually decrease each year Suspensions/expulsions rate, when compared to surrounding elementary schools will be lower Mediation referrals decrease each year</td>
<td>Teacher and school records</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>90% will attend ongoing parent-teacher conferences Parent attendance at special programs, festivals and forums will increase annually</td>
<td>School records</td>
</tr>
<tr>
<td>Professional Development</td>
<td>100% participation in annual two week program held prior to opening of school each year and at ongoing professional development programs during the year.</td>
<td>School records</td>
</tr>
<tr>
<td>Culturally Responsive Standards-Based Classrooms and</td>
<td>Classroom lessons and published student work reflects the connection of content with students’ prior knowledge, life</td>
<td>Teacher’s lesson plans Student work Learning walks Principal’s observation</td>
</tr>
</tbody>
</table>

**Performance Goals and Measurements**
To track long-term success, a longitudinal study may be conducted. CTCS will in all likelihood contract with an outside evaluator.

Accountability for Results

Results and accountability will be demanded from all stakeholders at Celerity Troika Charter School. Data will be relied on heavily for decision making. Assessments will be analyzed by teachers and curriculum specialists on a weekly basis to monitor student mastery of grade-level content standards. In addition, benchmark assessment data will be analyzed and used to drive instruction for the next 8 weeks until the next benchmark assessment. Curriculum Specialists meet weekly analyze and disaggregate assessment data to drive professional development for teachers. Assessment data will be shared with parents during parent conferences (twice a year), at monthly parent meetings (3 times a year), through mid-trimester progress reports (3 times a year) and via PowerSchool, which parents will have access to 7 days a week, 24 hours per day. Students will also be held accountable for their progress as teachers conference with students to discuss their assessment scores, and develop plans of action to increase their proficiency levels. The Principal and Chief Executive Officer are ultimately responsible to the Board of Trustees for student achievement.

Grading Policy and Report Cards

A grading policy and report have been developed for all CEG school with the input and support of the faculty, parents and students of the charters. The grading policy was developed to comply with applicable state and federal laws. Students’ grades are based on but are not limited to the following:

• Portfolio and Performance Assessments
• Formal and Informal Tests,
• Class Assignments, Projects, and Home Assignments.
• Effort

Report cards will be issued on a trimester basis. CEG has developed two report cards, one for self-contained kinder through sixth grade classrooms and the second for grades six through eight that participate in block scheduling. Students in self-contained Kinder through 6th grade classrooms will receive an achievement grade and an effort grade each trimester based on a 4 point rubric as follows:

Achievement Scores ELD Achievement Scores Effort Scores 4 = Advanced * 4 = Advanced Progress 4 = Strong 3 = Proficient * 3 = Average Progress 3 = Consistent 2 = Partially Proficient 2 = Partial Progress 2 = Inconsistent 1 = Not Proficient 1 = Limited Progress 1 = Poor
Students who participate in block scheduling will receive letter grades as follows: A = 90-100%  B = 80-89%  C = 70-79%  D = 60-69%  F = 59% or less

Testing

Celerity Troika Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, CTCS hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.
ELEMENT 4: GOVERNANCE

Public Operating Principles

Celerity Troika Charter School, an independent charter school, will comply with all applicable laws relating to the operation of charter schools, and all federal laws and regulations and state codes as it pertains to charter schools. Celerity Troika Charter School will be operated by Celerity Educational Group (“CEG”), a California nonprofit public benefit corporation. Celerity Troika Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. CTCS will not charge tuition, and CTCS shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

CEG and Celerity Troika Charter School will comply with the Brown Act.

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

Celerity Troika Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Grievance Procedure for Parents and Students

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

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

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.
**LAUSD Charter Policy**
Celerity Troika Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries**
Celerity Troika 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. Celerity Troika Charter School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**Notifications**
Notification is to be made to the Innovation and Charter Schools Division in writing 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 Celerity Troika Charter School Board of Trustees, Celerity Educational Group

**Board of Trustees, Celerity Educational Group**

Celerity Troika Charter School will be held and operated by the Celerity Educational Group. Celerity Troika Charter School will be operated in accordance with the Articles of Incorporation and bylaws established by the Celerity Educational Group and the charter petition. The affairs of CTCS will be managed and its powers exercised under the ultimate jurisdiction of Celerity Educational Group’s Board of Trustees in alignment with the sponsorship and charter authorization of Los Angeles Unified School District.

Celerity Educational Group shall be operated as a California 501(c) (3) non-profit public benefit corporation. The Articles of Incorporation are filed with the California Secretary of State. As a non-profit corporation, Celerity Educational Group may not operate to the private inurement of any individual or group of individuals.

Celerity Troika Charter School shall operate autonomously from the District with the exception of supervisory oversight as required by law.

The Charter School will be governed by a non-profit board of trustees, whose major roles and responsibilities will include, but not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School’s annual budget, overseeing the Charter School’s fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff. The CEO is not a member of the Board of Trustees.

The Board of Trustees are broadly representative of the schools and our communities and have, by virtue of their track records in education, broad and deep experience in all matters related to the administration and operation of a school, and more specifically, successfully educating our target student populations. The board currently consists of 5 members. Current Board members include

Celerity Troika Charter School

January 12, 2012

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Dana Walden, Curt Hessler, Julie Stern, Dewayne Davis and Mark Saylor and a nonvoting ex officio representative from LAUSD. As an LAUSD employee, Board member Davis will disclose his membership on the Celerity Board on his Form 700 and will not use any LAUSD resources in support of his work for the Charter School.

Board members deliberate openly during the Board meeting and vote. When there is a tie vote, the item does not pass, it is considered a “no” vote. The Board addresses issues for the multiple Celerity schools at each board meeting.

**Duties** The Board of Trustees shall have ultimate responsibility for the operation and activities of the School. 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.

The Directors will meet every two months or additionally as needed and will be responsible for carrying out School Board responsibilities including, but not limited to, the following:

- Development, review, or revision of the School’s accountability and mission;
- Development of the school calendar and schedule of Board meeting;
- Development of Board policies and procedures;
- Development and approval of the annual budget;
- Review of requests for out of state or overnight field trips;
- Participation in the dispute resolution procedure and complaint procedures when necessary;
- Election of the Board annually and other Officers as necessary;
- Approval of charter amendments;
- Approval of annual fiscal and performance audits;
- Ratification of personnel discipline (suspensions or dismissals) as needed;
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions;
- Oversight of the hiring, supervision, evaluation and if necessary, ratification of termination of the School employees
- Creation of external or sub-committees as needed

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.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
• Require an affirmative vote of a majority of Board members.
DESIGNATED TRUSTEES The seats on the Board of Trustees consists of one permanent member non-voting member appointed by LAUSD, and elected Trustee positions, to be elected by the Board of Trustees at the annual meeting whenever a term expires or there is a vacancy due to resignation, removal, death or increase in the number of trustees.

There is no limitation upon the number of consecutive terms to which a trustee may be reelected. Each trustee, including a trustee elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected and qualified.

Parents and Community Members Access to Board Meetings

Meeting Notices and Agendas for Board meetings will be posted at CTCS at various locations including the bulletin board located at the entrance to the main lobby at least 72 hours prior regular board meetings. The agendas will contain a brief general description of each item of business to be transacted or discussed at the meeting including items to be discussed in closed session. Agendas will specify the time and location of the meetings and will be posted in locations that are freely accessible to members of the public. In addition, minutes of all Board meetings will be placed at the same bulletin board. Board meetings are open to the public and are currently held at 3417 W. Jefferson Blvd. in Los Angeles. Parents and community members can address the board on agenda items and on non-agenda items. Speakers’ sign-up sheets are available at the beginning of every Board Meeting. Agendas are distributed to any members of the public who request them as well as the LAUSD Charter Division. During the Board Meeting, Board actions are recorded by a member of Celerity staff and are reviewed by the Board Secretary prior to distribution to and adoption by the full Board. Agendas and official minutes are available at each school site and at each school operated by CEG from the Office Manager.

Site-Based Advisory Council

Celerity Troika Charter School will have an on-site governance board, the Site-based Advisory Council, consisting of the principal, parents, teachers, classified staff representation, and local community members. The Site-Based Advisory Council is a self-selecting Body. Meetings take place once a month at each school site. During the September General Parent Meeting, parents, community members and staff self-nominate to be Council Members. The General Assembly ratifies by consensus the self-selected members. Starting in October, the Site-Based Advisory Council will meet monthly with the school administrators to provide suggestions and recommendations to the Board through the Principal and Chief Executive Officer on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of Celerity Troika Charter School. Meetings occur monthly from October to August each school year.

Parent Investment

One of the primary predictors of student success is parent investment in supporting the instructional program and the education for their children. Parents of Celerity Troika Charter School students will be encouraged and expected to participate in the educational process of their children. To reach this goal, parents will be meaningfully and actively engaged in their children’s education. Parents will be responsible and accountable for supporting their children’s learning at school and at home through their participation in understanding what it will take for children to achieve at high levels, and by
their active voice in achieving the goals of the school through volunteering.

- Parents will be actively engaged in the development of the school as members of the Site-based Advisory Council.
- Parents will be provided multiple opportunities to develop awareness of benchmarks and what their children must achieve to be successful.
- After enrollment, each parent and the school will be encouraged to sign a Family Agreement acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of Celerity Troika Charter School. Failure to sign the agreement in no ways impacts a student’s enrollment.
- Parents will be strongly encouraged to commit to volunteering time to support the school and to participate as mentors. A parents failure to volunteer or inability to volunteer does not impact the student’s enrollment.
- Parent-teacher conferences will take place quarterly.

Prior to admission all parents/guardians will be encouraged to 1) attend an orientation. After admission parents are encouraged to sign a non-binding family agreement indicating they understand the Celerity Troika Charter School philosophy, program and outcomes, and accept the responsibilities as set forth prior to admission. Family agreements for parents/guardians of all students will encourage their involvement in and support of their child’s educational experiences.

- Work with the child at home with homework, projects, etc.
- Maintain a positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and on time.
- Enforce the school code of conduct with their child (i.e. wearing the uniform).
- Enroll their child in academic enrichment programs (After School Institutes, Saturday classes, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year.
- Encouraged to volunteer at least three (3) hours per month at the school.

Business and Operations Management

The Celerity Educational Group will provide services including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. The Celerity Educational Group will monitor adherence to the charter process and the law. The LACOE accounting system will be used in financial operations. Celerity Educational Group assures that the accounting system for Celerity Troika Charter School will follow generally accepted accounting principles.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

Celerity Troika Charter School will select a group of professionals that share the educational philosophy of the school and are committed to the education of all children.

All personnel must commit to the mission and vision of the school. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries will be based on the job duties and work basis as outlined in the charter.

Non-Discrimination Statement

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

Background Checks

Celerity Troika Charter School will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All CTCS employees are required prior to starting work to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing as described in Education Code section 49406.
- Fingerprinting for a criminal record check
- Applicants will be required to provide a full disclosure statement regarding prior criminal record.
- Prior to the first day of work, Celerity Troika Charter School will process all background checks of every employee through the Department of Justice. No employee shall be permitted to commence employment at Celerity Troika Charter School until that employee has been cleared by the Department of Justice and provided Celerity Troika Charter School with criminal record summary as described in Education Code section 44237.
- Documents establishing legal status.

At Will Work Agreements

Employees’ job duties, discipline procedures, work calendars, vacation, illness, personal days, bereavement, salaries and all other work basis will be negotiated in individual at will agreements. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

Employee at will work agreements are year to year and are renewable each year.
Staff Responsibilities

Chief Executive Officer-The Chief Executive Officer is responsible for the school environment and student performance. The Chief Executive Officer is also responsible for the implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the school. The duties include: 1) principal support and supervision, 2) support and supervision of Central Services staff, 3) fundraising, 4) facilities development, 5) serving as a spokesperson for CTCS in general, 6) school visitations and observations, 7) presentations to the board, staff, parents, and students, and 8) managing the hiring process of the Celerity Troika Charter School Principal.

Principal-The Principal will be responsible for establishing a positive school culture and high levels of student achievement. The Principal’s duties will include: 1) facilitating curriculum development, 2) teacher selection, supervision and evaluation, 3) facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home, 4) monitoring and supporting professional development for all staff, 5) the implementation of student support programs, 6) classroom visits of each class, 7) managing school discipline, and 8) supervision of the Office Manager and other support staff as assigned.

Curriculum Specialists will be responsible for providing support and assistance to all classroom teachers in the implementation of Celerity’s reading/language arts and math programs. Duties will include: 1) Conduct demonstration lessons and assist with curriculum and pacing of programs; 2) conduct focused observations; 3) assist classroom teachers in infusing Culturally Relevant teaching strategies and scaffolding for diverse learners; 4) assist classroom teachers in diagnosing reading difficulties and planning appropriate intervention and accommodation strategies for all students; 5) plan and conduct professional development; 6) plan, facilitate, and attend grade level meetings; 7) monitor implementation of instructional program.

Curriculum Specialist Qualifications-Each Curriculum Specialist will have a minimum of three years of teaching experience in the elementary or secondary level; valid regular California Teaching Credential; experience in collaborative planning and delivery of differentiated staff development to classroom practitioners; literacy training; knowledge of differentiated classroom instructional practices that promote student academic success; knowledge and understanding of the needs of a diverse student population.

Classroom Teachers will be responsible for planning and implementing a rigorous standards-based instructional program with differentiated learning activities to help ensure that all students meet the standards. Other duties of a teacher will include providing students regular feedback on their work and maintaining communication with students’ parent.

No Child Left Behind

The enactment of the No Child Left Behind Act of 2001 (NCLB) requires specific qualifications for teachers and paraprofessionals.
• Teachers will be highly qualified.
• Paraprofessionals will meet NCLB qualifications:
  Completed at least two years of study at an institution of higher education;
  Obtained an associate’s (or higher) degree; or
  Met a rigorous standard of quality and can demonstrate through a formal state or local
  academic assessment in knowledge of, and the ability to assist instructing, reading, reading
  readiness, writing, writing readiness, mathematics, and mathematics readiness.
• Paraprofessionals will meet the required qualifications. The exceptions for paraprofessionals
  are for those who act as translators or whose duties consist solely of conducting parental involvement
  activities. A paraprofessional may not provide any instructional service to a student unless he or she
  is working under the direct supervision of a teacher.

NCLB requires the use of effective methods and instructional strategies that are based on
scientifically based research which strengthens the core academic program.

Teacher Qualifications Celerity Troika Charter School:

• Shall meet all requirements for employment set forth in applicable provisions of law,
  including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations
  Section 11967.5.1(f)(5)(C)]
• Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing
  certificate, permit, or other document equivalent to that which a teacher in other public schools are
  required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory
  teachers. [Ref. California Education Code Section 47605(l)]

Teachers selected to insure that the needs of English language learners are met will have CLAD,
BCLAD, LDS, BCC, or SB1969 certification and all teachers will be trained in the effective use of
sheltered-English.

All credential documents will be maintained on file at Celerity Educational Group and will be subject
to periodic inspection by LAUSD.

Administrator Qualifications

The Principal and Chief Executive Officer will have earned a MA degree or its equivalent and will
have served at least two years at a school site in a management position.

Qualifications of Financial Personnel

At the school site, the Office Manager qualifications will require experience and capacity to be
responsible for:
• Maintaining accounts of all expenses
• Reporting student enrollment
• Time reporting
• Attendance accounting
• General Bookkeeping
• Maintaining and reconciling bank accounts
• Full charge bookkeeping
• Implementing the use of LACOE system

The Celerity Educational Group’s CPA will set up LACOE system and work directly with the Office Manager on managing and providing data for input into the system.

**Day-to-Day Substitute Teachers**

Celerity Troika Charter School will establish and maintain a list of qualified substitutes who will be contacted as needed. All substitute teachers of core and college-preparatory classes will be appropriately credentialed.

**Selection of Administrators**

The Principal will be selected by the Chief Executive Officer and ratified by the full Board of Trustees of Celerity Educational Group. The Chief Executive Officer will be selected by the full Board of Trustees of Celerity Educational Group. Both selections will be based on proven experience in educational leadership, educational vision for and experience and success with at-risk children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform.

**Selection of Teachers**

The principal will select the teachers on an application and interview basis. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers will be hired based on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references.

**Selection of Office Manager**

The Office Manager will be selected by the principal on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. The Office Manager duties will include, but not be limited to:

• Answering telephones
• Filing reports
• Enrolling students
• Managing/monitoring office operations
• Ordering and purchasing office and classroom supplies and vendor management
• Developing and implementing clerical and administrative procedures for daily school operations.
• Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
• Bilingual translation and communication with parents and community.
Selection of Other Classified Staff

The Principal will select classified staff on an application and interview basis. Selection will be based on the ability to perform the job duties suitable for the specified job position. Classified staff include:

Yard Supervisors – Supervise students before school, during lunch, during recess, and during dismissal. Yard supervisor’s duties also include serving breakfast and lunch to students. Other related duties include cleaning bathrooms, classrooms, and emptying trash.

Office Clerk - Duties include, but are not limited to handling attendance records, student records, and minor disciplinary issues. The office clerk assists the office manager with communicating with staff, parents, and students. In order to handle assigned duties, office clerks are required to be able to communicate verbally and in writing in Spanish and English. Office clerks are required to have a Bachelor’s degree.

Responsibilities for Evaluating Employees

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

The Chief Executive Officer will be evaluated by the Board of CEG based on:
• California Professional Standards for Education Leaders
• Implementation of policies determined by the Board of Trustees
• Overall effectiveness
• Achievement of Educational goals
• Level of parental and community involvement

The Principal will be evaluated by the Chief Executive Officer based on:
• California Professional Standards for Education Leaders
• Maintaining a fiscally sound charter school including a balanced budget
• Achieving the educational goals
• High parental and community involvement
• Completion of required job duties
• Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

The Principal will set goals with and enforce the Celerity’s teacher expectations and complete evaluations.

Criteria and procedures used in evaluations

Curriculum Specialists-The Principal will set goals with and enforce the Curriculum Specialists’ expectations and complete evaluation based on the following criteria:

Professional Development Implementation

Level of support provided to classroom teachers
Achieving of educational goals

High parental and community involvement

Completion of required duties

Professional growth

Developmentally appropriate teaching practices

Subject matter competency

Interpretation and use of assessment

Teachers-The Principal will observe teachers at least three times a year and evaluate them on these five categories and their underlying Teacher Performance Expectations (TPE):

Making Subject Matter Comprehensible to Students
TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

Assessing Student Learning
TPE 2 – Monitoring Students Learning During Instruction
TPE 3 – Interpretation and Use of Assessment

Engagement and Supporting Students in Learning
TPE 4 – Making Content Accessible TPE 5 – Student Engagement TPE 6 – Developmentally-appropriate Teaching Practices TPE 7 – Teaching English Learners

Planning Instruction and Designing Learning Experiences for Students
TPE 8 – Learning About Students
TPE 9 – Instructional Planning

Creating and Maintaining Effective Environments for Student Learning
TPE 10 – Instructional Time
TPE 11 – Social Environment

Developing as a Professional Educator
TPE 12 – Professional, Legal and Ethical Obligations
TPE 13 – Professional Growth

The school Principal, using both formal and informal observations, will observe all teachers on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation communication. Formal observations will include a pre-observation conference as well as a post-observation conference. Pre-observation may be in person. Post-observation conferences will be in person and will occur soon after the observation. Results of formal and informal observations, consisting of the employee's and the administrator's observations and recommendations, will be put in writing and included within the employee's own Professional Development Plan and the school's personnel file. Nothing in this section limits the school administrators from conducting other observations of an informal or unannounced nature.

Other Staff-All staff other than Central Office Staff, and Chief Executive Officer report to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.
The school Principal will observe the classified employee performing his/her duties and review their work on an ongoing basis. Informal and formal observations can occur at any time during the school day and will include post-observation communication. Results of formal and informal observations and recommendations will be placed in the classified employee’s personnel file.

Response to Observation and Review Findings All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee’s personnel file. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure as outlined in Element 11.
ELEMENT 6: HEALTH AND SAFETY OF PUPILS

Policies

Celerity Troika Charter School has adopted a set of health, safety, and risk management policies that address the following topics:

- Charter School will require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
- Charter School will require its employees to be examined for tuberculosis in the manner described in Education Code section 49406.
- Charter School will provide for the screening of its students for vision, hearing, and scoliosis to the same extent as would be required if the students were attending a non-charter public school.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A requirement that the School Safety Plan be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received State Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections will be undertaken, as necessary to ensure such safety standards are met.
- A policy that ensures that the facility meets the Los Angeles Uniform Building Code.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Charter School will require its employees to furnish the school with a criminal record summary as described in Ed Code 44237.
- Reporting child abuse is mandated by the California Penal Code. Celerity Troika Charter School expects any mandated reporter to report any suspected case of child abuse or child neglect. Teachers and classified employees must make the report and notify an administrator. An employee may ask an administrator to assist but the employee is responsible for making the report. Celerity Troika Charter School administration reviews the reporting procedures at the beginning of the year with the staff through in-services.
- 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 ADA (Americans with Disabilities Act), CAL/OSHA, the California Health and Safety Code, the Healthy Schools Act, and EPA.

Facilities

Celerity will adhere to the Establishment Clause of the First Amendment on separation of Church and State. That is, if there is a lease arrangement with a church it may not advance or inhibit religion, or give rise to excessive government entanglement with religion.
Celerity Troika Charter School will contract with private companies to perform the following services, unless it uses District owned facilities and is required to use District provided maintenance and operations services:

- Routine Maintenance
- Building Equipment Operations (e.g., air filter changes)
- Major or Deferred Maintenance
- Alterations and Improvements
- Custodial Services
- Gardening
- Landscaping
- Tree Trimming
- Integrated Pest Management
- Utilities
- Preventative Maintenance

Emergency Situations

Fire Drills

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and total required time for complete 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 (I.E. EARTHQUAKE)

Disaster drills will be conducted at least once every two months. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. 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.
In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class
attendan
ces roster with them. Students who are not in a classroom at the time the intercom signal is
given will attach themselves to the nearest teacher exiting the building for purposes of getting to the
designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will
be searched by unassigned staff members designated by the administrative staff.

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 an individual will be
assigned the task of finding any missing students. Teachers will work together to take care of
students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation,
all school employees are immediately designated “Civil Defense Workers” and are not allowed to
leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff
gives the “all clear” signal. In the event students cannot return to the school site, the administrative
staff will notify parents and/or the media as to where students can be picked up. The office personnel
will sign out students as they are being picked up by a parent or other adult listed on the emergency
information card. Parents will be asked to remain in a designated area, and students will be escorted
to the designated area for release.

**Prescription Medications**

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 refrigerate 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.

**Insurance Requirements**

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

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors,
partners or sponsors for compliance with the insurance requirements.
The following insurance policies are required:
1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.
*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

**Evidence of Insurance**
The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: “The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

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

**Hold Harmless/Indemnification Provision**

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

Celerity Troika Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. CTCS will ensure that staff has been trained in...
health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

Celerity Troika Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
ELEMENT 7: RACIAL AND ETHNIC BALANCE
Celerity Troika Charter School also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.

**Court-ordered Integration**

Celerity Troika Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio. Below is the Charter’s written plan to achieve and maintain a goal of the District’s ethnic balance, which must be within a 70:30 or 30:70 ratio:

• Publish ads in local newspapers in English and Spanish in the area of South Los Angeles.
• Organize volunteers to distribute literature about the school around the neighborhood.
• The school’s promotional materials will be accessible to speakers of other languages (Spanish) and minority parents.
• The school will be publicized through community groups, agencies, neighborhood youth organizations, churches, parks, and libraries.
• Several recruitment meetings will take place each year beginning in the winter.
• The school will host open houses, back to school nights, orientations and school tours on a regular basis.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

Celerity Troika Charter School makes every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. Celerity Troika Charter School conducts orientation meetings year round to inform interested parents and students on what the school has to offer. Open houses and school tours are conducted on a regular basis during the school year as well.

The school specifically targets families served by Eagle Rock High School. Celerity has developed promotional materials, in both English and Spanish, such as a school brochure and flyers which are distributed by employees and parent volunteers at pre-schools, parks, super markets, churches, libraries, day care centers and community group meetings within the following geographic boundaries: Ventura Freeway to the North and York Blvd. to the South; Eagle Rock Blvd. to the West and S, Arroyo Blvd. to the East. The school also regularly publishes ads in local newspapers such as the Penny Saver, and La Opinion in English and Spanish.

These recruitment efforts ensure that parents residing in the targeted area are informed about the availability of Celerity Troika Charter School as a viable option for the education of their children.
We expect that this targeted outreach will help to achieve the goal of reflecting the district general population since we are targeting specific neighborhoods that feed to Eagle Rock High School.

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

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

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

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

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

**Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Celerity Troika Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. CTCS understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. CTCS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:
· Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
· Develop jointly with, and distribute to, parents of participating children, a school-parent compact
· Hold an annual Title I meeting for parents of participating Title I students
· Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
· Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
· Complete and submit Local Education Agency (LEA) Plan to CDE

Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

· Maintain inventory of equipment purchased with categorical funds, where applicable; and
· Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

CTCS also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8: ADMISSION REQUIREMENTS

Admission Assurances

Celerity Troika Charter School:

• Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

• Shall be deemed the exclusive public school employer of the employees of the Celerity Troika Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

• Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

• Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

• Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

• Shall at all times maintain all necessary and appropriate insurance coverage as specified in this Petition under Element 6.

• Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

• Will follow any and all other federal, state, and local laws and regulations that apply to the Celerity Troika Charter School including but not limited to:
  • The Celerity Troika Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  • The Celerity Troika Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
  • The Celerity Troika Charter School shall comply with any jurisdictional limitations to locations of its facilities.
  • The Celerity Troika Charter School shall comply with all laws establishing
the minimum and maximum age for public school enrollment.

• The Celerity Troika Charter School shall comply with all applicable portions of the No Child Left Behind Act.

• The Celerity Troika Charter School shall comply with the Public Records Act.

• The Celerity Troika Charter School shall comply with the Family Educational Rights and Privacy Act.

• The Celerity Troika Charter School shall comply with the Ralph M. Brown Act.

• The Celerity Troika Charter School shall meet or exceed the legally required minimum of school days.

Parent(s)/guardian(s) are encouraged to attend an orientation meeting with their child(ren) to understand the school’s vision and policies, including the Family Agreement. A sample of this agreement is in the Appendix. Parents who choose to send their children to Celerity Troika Charter School will be asked to complete a form to participate in the lottery. Students who are selected in the lottery will complete a school enrollment form and be asked to review and to sign the Family Agreement after admission. A parent’s decision not to sign the Family Agreement does not impact enrollment.

Parents will be strongly encouraged but are not required to volunteer at least 3 hours per month at the school site. Parents who are unable to volunteer at the school site have are able to meet their volunteer hours in alternative manners, for example, helping with phone trees; taking their own children to the library after school or on weekends; working with their children on Study Island assessments at home.

A parent’s inability to complete the volunteer hours does not impact the student’s enrollment/continued enrollment. Parents are notified of alternatives to volunteering at the school site during monthly parent meetings, open houses, back to school nights, in the school newsletter and notes from teachers.

Celerity School will utilize the same forms that District schools utilize for enrollment and cumulative records. Celerity Troika Charter School will adhere to The Family Educational Rights and Privacy Act (FERPA), HIPAA and all other applicable state and federal laws regarding the confidentiality of pupil record information (e.g. records will be kept in locked cabinets, access to records will be restricted to appropriate personnel per legal requirements). Celerity Troika Charter School will not discriminate against any student on the basis of race or ethnicity, nationality, gender, disability, 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.
McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

Public Random Drawing

Celerity accepts applications for the lottery via email, fax, United States mail or in person. A public random drawing process is implemented if the number of those who students who wish to attend the charter school exceeds the school’s “capacity.” Preference is as follows:

1. Students who currently attend the school and students who reside within the boundaries of LAUSD as required by Education Code section 47605(d)(2)(B).
2. Siblings of students enrolled at the school.
3. Children of staff not to exceed 10% of enrollment in each grade level.

Lottery Process Communication

The school will designate a lottery application deadline and only lottery applications received prior to the deadline will be included in the public random drawing. Public notice of the lottery’s procedures, timelines, and rules will be posted on the school’s website and will be posted in the school’s lobby regarding the date, time and location of the public drawing once the deadline date has passed. The lottery will be conducted on the second Friday of February so interested parties will be able to attend. Parents do not need to be present at the public random drawing. Names of applicants will be drawn publicly at random. Students who are not admitted via the drawing will be placed on a waiting list. If vacancies occur during the school year, the vacancies will be filled first from the waiting list. Parents of students who have been promoted off the waiting list will be contacted by phone and must respond to the Principal or his/her Designee within two days in order to secure admission by completing the enrollment process.

Method to Verify Fair Lottery Procedures

Celerity Troika Charter School will use a neutral proctor to ensure the lottery procedures are fairly executed.

Timelines for Open Enrollment Period and Lottery

The open enrollment period begins in December with interested families able to submit a lottery form through the first week in February. Families have two months to submit lottery forms. Lottery will occur on the second Friday of February.
Lottery Location
The lottery will take place on school grounds in the evening and will be open to the public. The lottery will be held in the evening to ensure parent and interested parties are able to attend and observe the lottery.

Fair Execution of Lottery Procedures Record Keeping
The school will keep on file list of all student names entered into the drawing, original applications for enrollment, list of students on the waiting list by grade level. The school will also keep the lottery procedures and fair execution of lottery procedures for review at all times.

The school will keep on file list of all student names entered into the drawing, original applications for enrollment, list of students on the waiting list by grade level.
ELEMENT 9: ANNUAL AUDIT

Celerity Troika Charter School will hire a Certified Public Accountant (CPA) with experience in school district audits to conduct annual, independent financial audits. These audits will employ generally accepted accounting principles and the audit guide issued by the Controller of the State of California. The independent public accountant and our business services provider, such as Charter School Management Corporation, will prepare the necessary financial reports to be submitted to our board of trustees and then for onward submission to the Los Angeles Unified School District. Audit reports will also be submitted to the State Controller, LACOE, and County Superintendent. Audit exceptions must be resolved to the satisfaction of the District within the reasonable timelines as prescribed by LAUSD. The Chief Executive Officer, Board Treasurer, and a Board designee will work in concert with the business services provider to address any audit findings and/or resolve any audit exceptions. The committee will take corrective action and report their findings to the Board with a recommendation at the next regularly scheduled Board Meeting.

Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to the sponsoring District within four months following the close of the fiscal year. Audit exceptions must be resolved to the satisfaction of the District.

District Oversight Costs
The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

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 – November 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:
   • For P1, first week of January
   • For P2, first week of April
   • i. Bell Schedule – annually by November
   • j. Other reports as requested

Balance Reserves
Additionally, Celerity Troika Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

**Special Education Revenue Adjustment/Payment for Services**
In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:
- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

The [Charter School] will develop and maintain internal fiscal control policies governing all financial activities.

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ELEMENT 10: STUDENT DISCIPLINE

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Celerity Troika Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Celerity Troika Charter School administrators have reviewed the suspension and expulsion policies of Los Angeles Unified School District and Education Code Section 48900 prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school’s pupils and their parents/guardians.

Celerity Troika Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Celerity Troika Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Celerity Troika Charter School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

The Celerity Troika Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures via the Parent/Student Handbook.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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.
Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education. Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Special Education Students
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s 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 School’s failure to implement 504?

Celerity Troika Charter School shall comply with the federal Gun Free Schools Act.

A. Grounds for Suspension and Expulsion of Students
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, occurring at any time 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.

B. Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force of violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily
injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code , the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) 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 students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) violated the Federal Guns Free Act
c) Unlawfully sold or otherwise furnished any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

e) Brandishing a knife at another person as per Ed Code 48915 (c).

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s 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.

2. Notice to Parents/Guardians

At the time of suspension, the Principal 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 will also state the date and time when the student shall 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year. This restriction on the number of days of suspension does
not apply when the suspension is extended pending an expulsion. During all suspensions the school will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension. All work will be graded by the teacher and feedback will be provided in a timely manner. Students will be given an opportunity to make up all missed assignments and assessments.

Upon a recommendation of Expulsion by the Principal or Principal’s 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.

Appeal of Suspension The suspension of a student will be the determination of the Principal or the Principal’s Designee. A school employee shall make a reasonable effort to notify parents and/or guardians either by telephone or in person prior to the enactment of the suspension and can appeal a student’s suspension within ten (10) school days of the first day of suspension, to the CEO. A suspension appeal will be heard by the Chief Executive Officer, and upon consideration the Chief Executive Officer’s decision is final. If the appeal is denied, the student will not be reinstated in school for the day(s) to be suspended. However if the appeal is granted, the Chief Executive Officer may remove the suspension from the student’s records.

D. Expellable Offenses
1. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force of violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property.

      g) Stole or attempted to steal school property or private property.

   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n).

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as
defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

   a) **Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object** If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

   The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

   The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

   b) • Brandishing a knife at another person

   c) • Unlawfully selling a controlled substance

   d) • Committing or attempting to commit a sexual assault or committing a sexual battery e) • Possession of an explosive.

   f) The Federal Gun-Free Schools Act of 1994 also mandates the expulsion of any student who takes a firearm onto a school campus.

E. **Authority to Expel**

   A student may be expelled based on the determination of the Administrative Panel following
a hearing before the Panel. The Administrative Panel will consist of at least three to 5
members who are certificated administrators or teachers from other Celerity Schools. The
Administrative Panel members will not include a teacher or administrator of the pupil. If the
Administrative Panel makes a determination that the student committed an expellable
offense, the student shall be immediately expelled unless the parent or guardian timely
submits a written appeal to the CEG Board.

F. 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. Pending the expulsion hearing, the school will ensure that the students and their families
receive classroom materials and current assignments to be completed at home during the term of the
suspension. Principal or Principal’s Designee shall coordinate with students and families the
dissemination of the assignments via telephone, in person, or via mail. All work will be graded by the
teacher and feedback will be provided in a timely manner. Students will be given an opportunity to
make up all missed assignments and assessments.

The Administrative Panel shall conduct the expulsion hearing. The Administrative Panel shall hear
the case, and make the expulsion determination. The hearing shall be confidential.

Written notice of the hearing shall be forwarded by the Principal or the Principal’s Designee 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;
   A statement of the specific facts, charges and offenses upon which the
   proposed expulsion is based;

2 A copy of the School's disciplinary rules which relate to the alleged violation;

3 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;

4 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;

5 The right to inspect and obtain copies of all documents to be used at the hearing;

6 The opportunity to confront and question all witnesses who testify at the hearing;

7 The opportunity to question all evidence presented and to present oral and documentary
   evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The 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 the School, Panel Chair or the hearing officer in the expulsion. 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. The 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 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 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, the School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the 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.
I. Record of Hearing

A record of the expulsion 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.

J. 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 decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact of the Administrative Panel 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. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Director 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 recommendation of the Administrative Panel shall be in the form of written findings of fact.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

The Principal or designee, following the Administrative Panel’s determination to expel, shall send written notice of the decision to expel, including adopted findings of fact, to the student or parent/guardian within five (5) school days. This notice shall also include the following:

1 Notice of the 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 School.
3 The expulsion appeals process.
4 Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Celerity Troika Charter School.
5 The reinstatement eligibility review date.
6 A copy of the rehabilitation plan.
7 The type of educational placement during the period of expulsion.
The Principal or designee shall send a copy of the written notice of the decision to expel to the Los Angeles County Office of Education and LAUSD.

This notice shall include the following:

a) The student's name

b) The specific expellable offense committed by the student

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment;

and

-if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability; B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

**Outcome Data**
Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Expulsion Appeals Procedure**
The decision to expel a student may be appealed by the parent or guardian of the student to the Celerity Educational Group Board of Trustees. In order to appeal, the parent must submit a written request to the Principal within 10 days of service of the written notice of the decision to expel. The Celerity Educational Group Board of Trustees shall consider and act on the appeal within 15 school days or 30 calendar days, whichever first occurs. The student will be considered suspended until a CEG Board meeting is convened to consider the appeal. Celerity will strive to schedule the Board meeting to accommodate the parent’s presence. The CEG Board will make a final decision on the appeal based on the information and evidence presented at the expulsion hearing. The CEG Board’s decision, regarding the expulsion, will be final.
L. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the Los Angeles County Office of Education and LAUSD upon request.

M. Expelled Pupils/Alternative Education

The school will facilitate assisting the parent in seeking alternative education programs including, but not limited to, programs within Los Angeles County or their school district of residence.

N. Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year (1) from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. Readmission

The Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Celerity Troika will maintain data for all students including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees
ELEMENT 11: RETIREMENT SYSTEMS AND EMPLOYEE RIGHTS

State Teachers Retirement Systems (STRS)

All certificated employees will have the option to participate in the STRS. If CTCS should opt to participate in the STRS, or any other systems, the HR administrator shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. CTCS provides assurances that the report submitted to LACOE will be in a format acceptable to LACOE. The Chief Executive Officer will keep on file documentation that STRS contributions have been made to the State of California.

Social Security

All non-certificated employees will contribute to Social Security according to Federal and State laws with Celerity Troika Charter School matching at the rates prescribed by law, unless provisions are made for other retirement options such as Public Employees Retirement System (PERS) or other retirement systems. To better serve its employees, the administrator will explore opportunities to provide PERS or other retirement systems to non-certificated staff members, in a manner consistent with applicable state and federal law.

Salary Schedule

Celerity Troika Charter School will negotiate salaries with each employee based on experience, past performance, areas of specialty, and other factors as determined by school administration and agreed to by prospective employee.

Work Calendar

Each staff member will work the number of days agreed upon in his/her individual contract or work agreement, which will address the following:

• Salaries
• Details related to holidays, illness, personal days, vacation, and bereavement
• Determination of full-time or part-time status
• Employee discipline procedures and the employee’s due process rights for appealing disciplinary action

Celerity Troika Charter School will adhere to applicable federal and state mandates, including:

• Family Medical Leave Act (FMLA)
• California Family Rights Act (CFRA)

Performance Evaluation

Good performance will be acknowledged, rewarded, and replicated if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance evaluations will be conducted annually and will be conducted in a fair and judicious manner.
Professional Standards

Celerity Troika Charter School employees will be expected to engage in professional behavior with fellow employees, students, and parents.

Termination All employees will be hired on the basis of annual agreements and their terms expire at the end of their annual agreement. In the event of termination of employment prior to the end of an employment agreement, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. Celerity Charter School recognizes two reasons to remove an employee from the payroll:

• Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave Celerity Charter School. To leave in good standing and be eligible for rehire consideration, employees must give at least two weeks prior notice.

• Involuntary Termination (Discharge). Involuntary termination occurs when Celerity Charter School chooses to discharge the employee. The Chief Executive Officer may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities 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 calendar days before termination, unless the Chief Executive Officer determines that the employee poses a threat to the health, safety, or welfare of the school or students.

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

Process for Resolving Employee Complaints/Grievances All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to Celerity Charter School Employee Handbook.

The following process will apply to staff members filing a complaint/grievance:

• When a problem first arises, the grievant should discuss the matter with his or her immediate supervisor.
• The school Principal is responsible for resolution of the grievance and will review the problem and any relating policies. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the school Principal. The grievant should specify the problem to the fullest extent possible and any remedies sought. (If the grievance is against the Principal, the employee will follow the same procedures but submit the information to the Chief Executive Officer instead of the Principal)
• Following any necessary investigation, the school Principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
• If no satisfactory solution can be reached, the grievant may request to meet with the Celerity Educational Group Board of Trustees and the Chief Executive Officer. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by either the grievant or the school Principal. The request for the
meeting is to be delivered to the Board Chair by the Chief Executive Officer at least four (4) days before the next regularly scheduled meeting, so that the matter may be properly placed upon the agenda.

- At the meeting, the grievant and a representative of Celerity Charter School shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the meeting, the Celerity Educational Group Board of Trustees and Chief Executive Officer shall make a decision on the grievance in writing. This decision will serve as the final decision of Celerity Charter School.
The district agrees not to intervene in the dispute without the consent of the school unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

**Consequences for Unprofessional Conduct**

As outlined in individual contracts:

- Issuance of notice of unsatisfactory act to remain in personnel file
- One day suspension without pay
- Five day suspension without pay
- Dismissal

The district agrees not to intervene in the dispute without the consent of the school unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

**Consequences for Unprofessional Conduct**

As outlined in individual contracts:

- Issuance of notice of unsatisfactory act to remain in personnel file
- One day suspension without pay
- Five day suspension without pay
- Dismissal

**Credential Monitoring**

All teachers will be highly-qualified as defined by No Child Left Behind. Appropriate records of credentials held by CTCS teachers and supporting documentation will be monitored and maintained by the CEG Central Office. Credentials will be monitored annually by the CEG Central Office Human Resources Administrator in compliance with state and federal law.
ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

Pupils who choose not to attend Celerity Troika Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Parents or guardians of each pupil enrolled in the charter school shall be informed by telephone, in person, or via mail that the pupil has no right to admission in a non-charter district school (or program within a district school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the district.
ELEMENT 13: RETURN RIGHTS OF EMPLOYEES

Former LAUSD employees must consult with the LAUSD to determine their eligibility for leave.

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
ELEMENT 14: DISPUTE RESOLUTION

The staff and governing board members of [Charter School] agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Celerity Troika Charter School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and Celerity Troika Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications shall be addressed as follows:

To Charter School:  
Celerity Troika Charter School  
c/o Vielka McFarlane, Chief Executive Officer

To Director of Charter Schools:  
Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 25th Floor  
Los Angeles, California 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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 Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree
otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Disputes Arising Within Celerity Troika Charter School

Disputes arising from within Celerity Troika Charter School including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school will be resolved by the Celerity Educational Group Board of Trustees and/or principal.

Depending on the situation complaints can be addressed following the following levels:

1. Classroom teacher
2. Principal
3. Chief Executive Officer
4. Celerity Education Group Board of Trustees
ELEMENT 15: EDUCATIONAL EMPLOYMENT RELATIONS ACT

Celerity Troika Charter School is deemed the exclusive and independent public school employer of the employees of Celerity Troika Charter School for the purposes of the Education Employment Relations Act (EERA).

Unless employees elect to be represented by an organization for bargaining purposes, all employee salaries and benefits will be negotiated individually through employment agreements. Salaries in the individual agreements will be competitive to the district’s salary schedules. The individual agreements will address all work-basis and will be negotiated annually.
ELEMENT 16: PROCEDURES FOR SCHOOL CLOSURE

Term of Charter, Revocation, Renewal, Amendments, and Severability

The proposed term of this charter shall be for the period of up to five years, beginning July 1, 2012.

Revocation The District may revoke the charter if CTCS commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the CTCS if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- CTCS committed a material violation of any conditions, standards, or procedures set forth in the charter
- CTCS failed to meet or pursue any of the pupil outcomes identified in the charter
- CTCS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- CTCS violated any provisions of law

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the CTCS in writing of the specific violation, and give the CTCS a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

The Board of Education of the Los Angeles Unified School District and authorized LAUSD staff has the right to inspect Celerity Troika Charter School as necessary to fulfill its oversight responsibilities.

Any amendments to this charter will be made by the mutual agreement of the governing boards of CTCS and LAUSD. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California Education Code section 47605.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter will remain in effect, unless mutually agreed otherwise by LAUSD and CTCS. This paragraph in no way affects the ability of the LAUSD to revoke the charter.

Celerity Troika Charter School must submit its renewal petition to the District’s Charter Schools Division between September 15 and May 15 of the year before the charter expires. This charter petition may be amended only by agreement in writing executed by the Board of Trustees of Celerity Educational Group and by the Board of Education of the Los Angeles Unified School District. Material revisions and amendments will be made pursuant to the standards set forth in Education Code 47605.
Charter School Responsibility:

Celerity Troika Charter School commits to its responsibility, to meet at least one of the four criteria prior to receiving a charter renewal pursuant to (Ed. Code 47607).

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate of the prior three years. OR
2. Ranked in deciles 4 to 10, inclusive, on the State API in the prior year or in two of the last three years. OR
3. Ranked in deciles 4 to 10 inclusive, on the API for demographically comparable schools in the prior year or in two of the last three years. OR
4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend as well as the academic performance of the schools in the school district which the charter school is located, taking into account the composition of the population that is served at the charter school.

Renaming of Celerity Troika Charter School can be accomplished through a vote by Celerity Educational Group Board of Trustees. Notification will be provided to LAUSD and the California Department of Education.

Closure Action

The decision to close Celerity Troika Charter School either by the CTCS governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the CTCS will be issued by CTCS within 72 hours after the determination of
a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the CTCS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the CTCS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS) and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the CTCS by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:
1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records,
completed coursework, credits that meet graduation requirements, a transcript, and State testing results.

3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

CTCS shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. 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.

3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

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**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

CTCS shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the CTCS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by CTCS will be the responsibility of the CTCS and not LAUSD. CTCS understands and acknowledges that CTCS will cover the outstanding debts or liabilities of CTCS. Any unused monies at the time of the audit will be returned to the appropriate funding source. CTCS understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the CTCS participates, and other categorical funds will be returned to the source of funds.

CTCS shall ensure the completion and filing of any annual reports required. This includes:
1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data...
collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
b. A copy of the 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 Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the CTCS Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The CTCS 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. The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments. Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end CTCS’ right to operate as a Charter School or cause CTCS to cease operation. CTCS and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Facilities

☐ Proposed Charter School Location: 1495 Colorado Blvd., LA, CA 90041

☐ Names of District school sites near proposed location: Dahlia Heights Elementary, Rockdale Elementary, Eagle Rock High School

☐ Proposed Charter School to be located within the boundaries of LAUSD.

**Facility status**: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Celerity Troika charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Celerity Troika Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site**: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.
Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

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

District-Owned Facilities: If Celerity Troika Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Celerity Troika Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to CTCS for use. Celerity Troika Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Celerity Troika Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  1. **Pro Rata Share.** LAUSD shall collect and Celerity Troika Charter School shall pay a Pro Rata
Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments. Generally, Celerity Troika Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services. In the event LAUSD agrees to allow Celerity Troika Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  
  (i) **Co-Location.** If Celerity Troika Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant.** If Celerity Troika Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility **IF** Charter School is co-locating or sharing the LAUSD facility with another user.
OTHER BUSINESS MATTERS

Direct Funding

Celerity Troika Charter School will elect to receive direct funding from the State Fund to be deposited into its own account at the Los Angeles County Treasury. All revenue generated by Celerity Troika Charter School will be deposited in the Los Angeles County Treasury. All payments (including payroll) will be drawn on the Los Angeles County Treasury, which enables the County Program Budgeting and Accounting System (PBAS) to account for all revenue and expenditures.

In consideration of the services rendered by Celerity Troika Charter School pursuant to this charter, CTCS will receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. Celerity Troika Charter School will receive revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California’s Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to CTCS, or to an account held in the name of Celerity Troika Charter School. CTCS will notify the superintendent of schools of the county in the affected year. Fund transferred directly from the State Fund to Celerity Troika Charter School will be transferred to CTCS account in the Los Angeles County Treasury by the County in the most expeditious manner possible. Any CTCS funds still flowing through the district will be transferred via journal voucher entry to the CTCS account by the district in a timely manner of the district receiving the funds.
Celerity Troika Charter School will apply directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, deferred maintenance, and the After-School Learning and Safe Neighborhood Partnership Program. Celerity Troika Charter School will report to federal and state taxing authorities as required by law. CTCS is responsible for payment of Social Security and all other applicable taxes.

Celerity Troika Charter School reserves the right to evaluate and change its election to receive funds directly on an annual basis. The school will notify the county superintendent of schools and LAUSD by June 1" prior to the affected fiscal year if it opts for local instead of direct funding.

Celerity Educational Group will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. CTCS will hire a Certified Public Accountant or contract with a financial services company such as CSMC.

Celerity Educational Group shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Charter schools that elect to receive funding directly are responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. The charter shall provide the District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Notwithstanding the petitioners’ expectation to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

Budgets and Financial Policies

Celerity Troika Charter School finances will be managed to best meet students by efficient use of resources and effective financial systems and controls. Celerity Educational Group Board of Trustees will approve all budgets, after recommendations by the School Based Advisory Council and Chief Executive Officer. The Celerity Educational Group Board will review summary financial reports as well as detailed reports for Celerity Troika Charter School, including monthly cash flow. Celerity’s Office Manager will process all financial transactions for Celerity Troika Charter School. All purchases and salary payments with Celerity Troika Charter School funds must be approved by the principal and have the necessary documentation (i.e. packing slips, timesheets) in order to be processed and ultimately obtain the approval of the Director. The principal will be provided a monthly budget report which (s)he will review for any discrepancies with Celerity Troika Charter School records. The financial and management practices of Celerity Troika Charter School, and the Board will be reviewed quarterly and during the audit process, and will be updated as needed to ensure sound practice. Projected budgets for the first three years of operation are included in the Appendix. Celerity Educational Group Board of Trustees and the unrestricted donations of Celerity Troika Charter School will cover any budget deficits that Celerity Troika Charter School may incur.
Food Services

The Los Angeles Unified School District Food Services Branch will not act as the meal program sponsor nor provide any fiscal agent services. It is the responsibility of Celerity Troika Charter School to apply to the State to become its own meal program sponsor for the National School Lunch Program. It is understood that the District’s Food Services Branch will not apply to the state on the school’s behalf. Celerity Troika contracts with a vendor to provide food services.

Attendance and Bell Schedule

Celerity Troika Charter School will use an attendance accounting system that will meet the requirements of LAUSD, LACOE, and the CDE. Celerity Troika Charter School will submit the bell schedule to LAUSD annually for review.

Budget
The school budget is contained in the appendix.

PROCESS FOR INVESTMENT PROCEDURES AND DEPOSIT OF FUNDS
The CEG Board will set investment policies and the Chief Executive Officer will be responsible for executing those policies.

PROCEDURE FOR ENSURING ADEQUATE CASH FLOW
Charter School Management Corp has been contracted to provided financial services to all Celerity schools since 2007, but CEG reserves the right to contract with another provider if it so chooses. CSMC will prepare monthly cash flow statements comparing actual cash flow to budget. CSMC will make bi-monthly presentations to the CEG Board and will highlight cash flow concerns at these presentations.

Cash and revenue flow
Celerity Troika Charter School is a directly funded charter school. Funds still flowing through the District will be transferred via journal voucher entry, in a timely manner. Warrants are to be payable to Celerity Troika Charter School.

Balanced budget
Budget development will begin each year immediately following the January announcement of the governor’s K-12 State Budget Proposals and continually refined through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with charter school goals as identified by the CEG board.
Celerity Troika Charter School will adopt site based budgeting to 1) allow the direction of spending priorities in order to provide leverage for fundamental change 2) link budget to student outcomes and 3) make budgeting program-driven instead of formula-driven. Celerity Troika will submit a balanced budget (see attached budgets), based upon projected enrollment and revenues, to the sponsoring district on a yearly basis.
ATTACHMENTS

1. Bylaws ........................................................................................................ i
2. Articles of Incorporation ........................................................................ ii
3. Three-Year Budget and Cash Flow...................................................... iii
4. Conflict of Interest Policy..................................................................... iv
5. Parent Handbook................................................................................... v
6. Sample Grade level Instructional schedules .................................... vi
7. School Calendar .................................................................................... vii
8. Lottery Application Form...................................................................... viii
9. Post Lottery Application Form ............................................................. ix
## Sample Instructional Schedules

### Grades Kindergarten through First Grade (Regular)

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>7:00-8:10</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Mentoring Program 9:00 – 12:00</td>
</tr>
<tr>
<td>8:10-9:30</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
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<td>ESL for ELLs/ IWT for EO’s, IFEP’s, RFEP’s</td>
<td>ESL for ELLs/ IWT for EO’s, IFEP’s, RFEP’s</td>
<td>ESL for ELLs/ IWT for EO’s, IFEP’s, RFEP’s</td>
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<tr>
<td>1:10-2:10</td>
<td>Thematic Units in Social Studies</td>
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<td>Thematic Units in Science</td>
<td>Thematic Units in Science</td>
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<td>2:10-2:45</td>
<td>Dance</td>
<td>Art</td>
<td>PE</td>
<td>Technology</td>
<td>Yoga</td>
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<td>After-school Tutoring/Teacher PD (3:15-4:15)</td>
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<td>After-school Tutoring</td>
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<td>7:00-8:10</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Before School Activities</td>
<td>Mentoring Program 9:00 – 12:00</td>
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<td>8:10-9:30</td>
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<td>Language Arts</td>
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## Grades Second through Third Grade (Regular)

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<td>Art</td>
<td>PE</td>
<td>Technology</td>
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<td>Mentoring Program 9:00 – 12:00</td>
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### Celerity Charter School
#### Calendar 2012-2013

**August 2012**
- 8/3/2012-8/9/2012: Teacher Prof Dev.
- 8/10/2012: Pupil Free Day-Meet & Greet
- 8/13/2012: First day of instruction
- 8/31/2012: Teacher Prof Dev.
- **August– 14 Instructional Days**

**September 2012**
- 9/3/2012: Labor Day Holiday
- **September – 19 Instructional Days**

**October 2012**
- 10/3/2012: Back-to-School Night– Early Dismissal 2 pm
- 10/8/2012: Teacher Prof Development Day
- **October – 22 Instructional Days**

**November 2012**
- 11/12/2012: Veteran’s Holiday
- 11/22/2012-11/23/2012: Thanksgiving Holiday
- 11/26/2012-11/30/2012: Parent Conferences – Early Dismissal 2 pm
- **November – 19 Instructional Days**

**December 2012**
- 12/14/2012: Teacher Prof Development Day – No School
- 12/17/2012-12/31/2012: Winter Break
- **December – 9 Instructional Days**

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### Notes:
- August 2012:
  - 8/3/2012-8/9/2012: Teacher Prof Dev.
  - 8/10/2012: Pupil Free Day-Meet & Greet
  - 8/13/2012: First day of instruction
  - 8/31/2012: Teacher Prof Dev.
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  - 12/14/2012: Teacher Prof Development Day – No School
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  - **December – 9 Instructional Days**

---

Celerity Troika Charter School

January 12, 2012  

231
### January 2013

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- 1/7/2013 – Classes Resume
- 1/21/2013 – Martin Luther King, Jr. Holiday
- **January – 18 Instructional Days**

### February 2013

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- 2/15/2013 – Teacher Prof Development Day
- 2/18/2012 – Presidents’ Holiday
- **February – 18 Instructional Days**

### March 2013

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- 03/6/2013 Open House - Early Dismissal 2pm
- 3/18/2013-3/22/2013 – Parent Conferences – Early Dismissal 2pm
- 3/29/2013 – Teacher Prof Development Day
- **March – 20 Instructional Days**

### April 2013

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- 4/8/2013 – Classes Resume
- **April – 17 Instructional Days**

### May 2013

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- 5/27/2013 – Memorial Day Holiday
- **May – 22 Instructional Days**

### June 2013

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- 6/4/2013 – Last Day of Instruction
- 6/5/2013 – End of the Year Pupil Free Day
- **June – 2 Instructional Days**
Celerity Exceeds ALL State Requirements

<table>
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<td>58,950 minutes</td>
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<td>175 days</td>
<td>180 days</td>
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<td><strong>Grades 1 – 3</strong></td>
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**Total Instructional Days 2012-13 School Year – 180**

Total Instructional Minutes = 58,950

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<tr>
<td>Intersession Breaks – NO SCHOOL</td>
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