GABRIELLA CHARTER SCHOOL
CHARTER RENEWAL PETITION FOR FIVE-YEAR TERM (2013-2018)

SUBMITTED TO LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION
333 S. BEAUDRY AVENUE
LOS ANGELES, CA 90017

SEPTEMBER 17, 2012
TABLE OF CONTENTS

TAB 1: TITLE PAGE

TAB 2: TABLE OF CONTENTS

TAB 3: CHARTER BRIEFING PAGES

TAB 4: INITIAL SCREENING CHECKLIST

TAB 5: CHARTER PETITION

INTRODUCTION & REFLECTION ...........................................................................................................5
   I. Self-Reflection: The Data .............................................................................................................. 7
   II. Self-Reflection: Beyond Student Achievement Data ................................................................. 22
   III. Past Challenges and Future Plans ............................................................................................ 25
   IV. The Keys to Our Success ........................................................................................................... 28

AFFIRMATIONS & ASSURANCES ........................................................................................................ 30

ELEMENT 1: THE EDUCATIONAL PROGRAM .................................................................................. 31
   A. STUDENTS GABRIELLA CHARTER SCHOOL SERVES .............................................................. 32
      1. Target Student Population ........................................................................................................ 32
      2. Demographic Data of Comparison Schools ............................................................................ 36
      3. Academic Achievement Data of Comparison Schools ........................................................... 36
   B. MISSION, VISION, AND EDUCATIONAL PHILOSOPHY ...................................................... 40
      1. Gabriella Charter School’s Mission and Vision ........................................................................ 40
      2. GCS Will Prepare Students to be Educated Citizens in the 21st Century ............................... 41
      3. How Learning Best Occurs ..................................................................................................... 42
      4. Gabriella Charter School Will Enable Students To Become Self-Motivated, Competent and Lifelong Learners ........................................................................................................... 43
   C. INSTRUCTIONAL TIME AT GCS .............................................................................................. 44
      1. A "Typical Day" and Sample Daily Schedule .......................................................................... 44
      2. Academic Calendar .................................................................................................................. 54
      3. GCS Greatly Exceeds the Minimum California Instructional Minutes .................................. 55
      4. Family Investment in Instructional Time .................................................................................. 56
   D. THE GCS FRAMEWORK FOR INSTRUCTIONAL DESIGN IS ALIGNED WITH OUR POPULATION ..... 57
      1. Framework for Instructional Design ....................................................................................... 57
         a. State Standards ..................................................................................................................... 57
         b. Teaching Methodologies ..................................................................................................... 57
            1. Constructivism ................................................................................................................... 58
            2. Multiple Intelligence Theory ............................................................................................ 59
            3. Dance Integration .............................................................................................................. 60
            4. Backward Design of Curriculum Materials ..................................................................... 64
            5. Family and Community Involvement .............................................................................. 65
2. Scope and Sequence of Skills to be Taught ................................................................. 69
   a. English Language Arts .................................................................................. 69
   b. History-Social Science ........................................................................... 86
   c. Mathematics ...................................................................................... 93
   d. Science ............................................................................................. 100
   e. Visual and Performing Arts ................................................................. 107
   f. Physical and Health Education ............................................................ 122
   g. Technology ..................................................................................... 129
   h. Middle Grades Advisory .................................................................. 130

E. RESEARCH-BASED EVIDENCE THAT INSTRUCTIONAL PROGRAM HAS SUCCEEDED .......... 131

F. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES .......................................................... 133

G. FIELD TRIPS ......................................................................................................................... 135

H. TEACHER RECRUITMENT ..................................................................................................... 135

I. PROFESSIONAL DEVELOPMENT ......................................................................................... 137

J. COMMON CORE IMPLEMENTATION PLAN ............................................................................. 143

K. GCS WILL BE A SITE-BASED LEARNING ENVIRONMENT ....................................................... 144

L. GCS WILL ADDRESS THE NEEDS OF ALL SUB-GROUPS, INCLUDING AT-RISK STUDENTS........ 144
   1. At-Risk Of Low Achievement ................................................................... 145
   2. Students with Special Needs ................................................................ 146
   3. Socioeconomically Disadvantaged Students ........................................ 149
   4. Gifted Students.................................................................................. 149
   5. English Learners ............................................................................ 150

ELEMENT 2: MEASURABLE PUPIL OUTCOMES .............................................................................. 157
   A. PUPIL OUTCOMES ................................................................................. 157
   B. SCHOOL API, AYP, AND CST GOALS .................................................. 166
   C. ADDITIONAL OUTCOMES ....................................................................... 167

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED ......................... 170
   A. STATE-MANDATED TESTING .................................................................. 170
   B. ADDITIONAL ASSESSMENTS .................................................................. 171
   C. DATA MANAGEMENT AND ANALYSIS ............................................... 175
   D. USE OF DATA TO INFORM INSTRUCTION ...................................... 175
   E. LONGITUDINAL ANALYSIS OF PROGRESS ....................................... 176

ELEMENT 4: GOVERNANCE STRUCTURE ..................................................................................... 177
   A. GOVERNANCE STRUCTURE .................................................................. 178
   B. FOUNDATION BOARD OF DIRECTORS .......................................... 179
   C. SCHOOL SITE COUNCIL .................................................................. 184
INTRODUCTION & SELF-REFLECTION

Now in our eighth year of operation, Gabriella Charter School (“GCS,” “Gabriella,” “Charter School” or “School”) has established itself as one of the top performing public schools in Los Angeles, ranked in the top tier, or “Excelling,” in the Los Angeles Unified School District (“LAUSD” or “District”) recently-adopted School Performance Framework. Unique in Los Angeles as the only public school with daily dance instruction, Gabriella Charter School has provided its students a high quality education and enriching learning experiences for the last seven years. This reflection serves to highlight our successes, address challenges we have faced, and detail our plans to improve upon the foundation we have established at our K-8 public charter school.¹

Operational History

In 2005, LAUSD approved the initial petition for Gabriella Charter School (hereinafter referred to as the “Original Petition”) for a new K-5 charter school, for a three-year term through June 2008. GCS opened with grades K-2.

In 2008, LAUSD approved a five-year renewal of the charter through June 30, 2013 (“First Renewal Petition”).

In 2009, LAUSD approved a material revision to our First Renewal Petition (“Amendment to First Renewal Petition”), allowing GCS to expand incrementally each year to serve grades K-8. At the same time, due in large part to the success of GCS in meeting and exceeding its performance goals and objectives as well as the District’s support of GCS’s innovative dance program, LAUSD entered into a long-term facilities agreement with GCS. The Charter School re-located to its current facility on an LAUSD campus in the Echo Park community and in 2011 it reached full capacity as a K-8 school.

¹ GCS has obtained the requisite parental releases and permission for the publication of all students featured in this petition’s photographs.
Mission
The mission of Gabriella Charter School is to provide a rigorous, standards-based academic program, drawing upon the discipline, creativity and cognitive aspects of dance to actively engage and motivate each child to develop self-confidence, critical thinking skills and habits of mind that serve as the foundation for a college preparatory education.

Highlights of Gabriella’s Success
Gabriella is proud to have been recognized as a leader and innovator in public education. Some of our accomplishments include:

- In 2010, the California Department of Education (“CDE”) awarded Gabriella Charter School the Title I Academic Achievement Award, recognizing significant academic achievement by disadvantaged students who had doubled the academic targets set for them by the CDE for two consecutive years.

- Gabriella Charter School was honored at the 19th Annual Charter Schools Conference on February 28, 2012 with the Hart Vision Award for Charter School of the Year. This award recognizes GCS as one of the top charter schools statewide.

- In 2011, GCS was awarded the Music Center’s BRAVO Program Award in recognition of the quality of our School’s innovative dance program.

- On April 13, 2011, the Western Association of Schools and Colleges granted GCS a 6-year accreditation after an intensive review.

- In 2009, LAUSD invited GCS to move from its original Rampart location to co-locate long-term at an LAUSD campus (Logan Street Elementary School) in Echo Park and expand to a K-8 continuum. In return for the long-term co-location commitment by GCS, the District converted unused classroom space at Logan to new dance studios with charter bond funds.

- GCS has nurtured leadership from within: three of the School’s five instructional leaders at GCS started as GCS teachers.

- Parent participation at GCS has been exceptional; in 2011-12, 97% of parents attended parent-teacher conferences, 84% attended quarterly parent education meetings, and 91% attended students’ culminating events and performances.

“Gabriella Charter School could easily be a model school for any number of schools wishing to get high academics in a predominantly low-income and underserved community. The school has high expectations for all students, a challenging and rigorous curriculum, and a collaborative environment for analyzing and planning appropriate instruction based on data, and an atmosphere of respect and trust. It is a student-centered school that sees itself as a learning environment for teachers and students, using dance as an instruction vehicle.”

Students at GCS are exposed to character-building and enriching activities that help them dream big, set ambitious goals, and believe they can achieve. By way of example, in June, 2012, 47 GCS 8th graders spent four days camping on the California coast, while touring California’s universities (Berkeley, UC Santa Barbara, UC Santa Cruz, and Stanford). For most, this was their first time outside of Los Angeles, and for many their first trip to the beach.

I. SELF-REFLECTION: THE DATA

A. ACADEMIC ACHIEVEMENT – CRITERIA FOR RENEWAL

According to California law, a charter school “shall” meet at least one of four minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. Gabriella Charter School meets and exceeds all four criteria for renewal under the California Education Code, and ranks as “Excelling,” the top tier in the District’s School Performance Framework and Academic Growth Target analysis.

Our School’s intense focus on individual student needs drives our success. Not only is the delivery of instruction differentiated and language-intensive, but the extended school day and year also provide opportunities for small group or extra support depending on student need. GCS teachers and staff create, implement, and analyze detailed intervention plans to help move students forward in their academic goals and ensure that each and every student succeeds, thus leading to high proficiency levels across all grade levels and subject areas, as detailed in this Self-Reflection.

1. GCS attained its Academic Performance Index (API) growth target in the prior year and in two of the last three years, or in the aggregate for the prior three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>GCS API</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>894</td>
</tr>
<tr>
<td>2010-2011</td>
<td>875</td>
</tr>
<tr>
<td>2009-2010</td>
<td>874</td>
</tr>
<tr>
<td>2008-2009</td>
<td>854</td>
</tr>
<tr>
<td>2007-2008</td>
<td>852</td>
</tr>
<tr>
<td>2006-2007</td>
<td>808</td>
</tr>
<tr>
<td>2005-2006</td>
<td>852</td>
</tr>
</tbody>
</table>

By achieving an API of 800 or above every year, GCS consistently has met the growth target set by the California Department of Education (CDE). Moreover, GCS has made gains on the API of 86 points since its lowest score of 808 in 2007, and is on track to exceed 900 in 2013.

GCS also has met every single Adequate Yearly Progress criteria (5 out of 5 criteria in 2006 and 2007, and 17 out of 17 criteria in 2008-2011), with the exception of one single sub-category which was narrowly missed in 2010, and rectified the following year.  

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2 The 2012 API score and all other data throughout this Self-Reflection is taken from the CDE’s Data Quest website.

3 In 2010, while GCS met AYP in 16 of 17 criteria, the English Learner subgroup missed the proficiency target of 56.8% by 2.0 percentage points, scoring 54.8% proficient. In 2011, the EL proficiency rate increased to 59.1%, and GCS once again met all AYP criteria. Further details about sub-group performance are provided below.
2. GCS ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

GCS has achieved a Statewide decile rank of at least “8” every year except for 2007, in which it ranked “7,” all well in excess of the minimum criteria of “4” for at least two years. For 2011, the most recent year for which decile ranks are available, GCS again ranked “8.”

3. GCS ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

GCS has achieved the highest possible comparable schools rank of “10” every year since 2008, the first year a comparable schools rank was issued.

AND

4. GCS’s academic performance 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 in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

First, a word about Gabriella’s CST proficiency levels, followed by a detailed analysis of GCS compared to other schools.

GCS’s CST Scores and Proficiency Levels

GCS has increased the percentage of students who are proficient or advanced in English language arts and math. The following charts show the growth from our first year of testing in 2005-2006 through the past school year, 2011-2012.
As shown, Gabriella has gone from 59% proficiency in ELA in 2006, to 77% proficiency in 2012, with just 6% of students in the lowest two tiers. These results have well exceeded our stated charter petition goals that: “The number of students receiving a score of proficient or above based on fulfillment of the standards will increase by 2% annually.” (First Renewal Petition, p. 81.) Of course, we aim to have no students failing to reach proficiency, but we are proud of this growth.

In math, GCS started with a remarkable 82% proficiency in its first year, 2006, then dropped in year 2 to 64% proficient, then steadily increased again through dedicated attention to math curriculum and instruction. From 2008-2012, GCS has ranged from 80%-85% proficiency in each of the last five years.
Gabriella Charter School Renewal Petition for a Five-Year Term (2013-2018)

**Gabriella Charter School**

**2012 CST: Math**

![Bar chart showing percentage of students in different proficiency levels from 2006 to 2012.](image)

- **Advanced**:
  - 2006: 41%
  - 2007: 33%
  - 2008: 54%
  - 2009: 48%
  - 2010: 53%
  - 2011: 50%
  - 2012: 47%

- **Proficient**:
  - 2006: 41%
  - 2007: 31%
  - 2008: 27%
  - 2009: 37%
  - 2010: 27%
  - 2011: 32%
  - 2012: 33%

- **Basic**:
  - 2006: 15%
  - 2007: 25%
  - 2008: 12%
  - 2009: 9%
  - 2010: 15%
  - 2011: 13%
  - 2012: 14%

- **Below Basic**:
  - 2006: 3%
  - 2007: 11%
  - 2008: 1%
  - 2009: 6%
  - 2010: 4%
  - 2011: 4%
  - 2012: 5%

- **Far Below Basic**:
  - 2006: 0%
  - 2007: 0%
  - 2008: 1%
  - 2009: 0%
  - 2010: 0%
  - 2011: 0%
  - 2012: 1%
School Performance Framework Ranking of “Excelling”

Based on the CST results and our steady growth over the past five years, GCS earned the top-tier ranking of “Excelling” on LAUSD’s new School Performance Framework.

School Performance Framework

“Comparison Schools”

Following our move to Echo Park in 2009, GCS’s enrollment from the immediate surrounding neighborhood has grown steadily, and in the current school year, 35.1% of our enrolled students are from zip code 90026. The next greatest concentration of GCS students (16.3%) reside in the 90057 zip code, the area of our original location, MacArthur Park, and the remainder come from 44 different zip codes across greater Los Angeles – a testament to the passion families feel for the unique model of our school. The following presents detailed analysis of GCS’s academic performance compared to the following primary comparison schools located in the surrounding community:

**Elementary Schools in 90026**
- Elysian Heights Elementary School
- Mayberry Elementary School
- Micheltorena Elementary School
- Plascencia Elementary School
- Rosemont Elementary School

**Middle Schools in 90026**
- Sal Castro Middle School
- Vista Charter Middle School

**K-8 Span Schools in 90026**
- Camino Nuevo Charter #4 (opened 2011; no data yet)
- Logan Street (K-8) – GCS shares a campus with Logan

---

4 The public schools in 90057 include Union Avenue Elementary School (2011 API of 757), Charles White Elementary (2011 API of 782), and LA Academy of Arts and Enterprise, a grades 6-12 school (2011 API of 623); one K-8 charter school, Camino Nuevo Charter Academy (2011 API of 838) also serves the neighborhood. A fifth school, MacArthur Park, serves grades K-1 only and thus does not have available test data.
As demonstrated in the following charts, GCS has outperformed all of these schools and is similarly exceeding both District and State average public school performance.

**API Score Comparison**

As demonstrated in the following chart, Gabriella’s 2011 API exceeds all of the comparison schools in zip code 90026 by a range of 67 to 177 points.

![API Score Comparison Chart](image)

And yet, as set forth in the following chart, Gabriella is serving the same students in terms of demographics as the comparison schools but with different results based on the 2011 API scores.\(^5\)

\(^5\) The demographic data in the “Same Students” chart below is derived from the 2011-2012 California Department of Education “Data Quest” website option entitled “Enrollment by Ethnicity.” The “Different Results” chart below is based on the median 2011 API score for six (6) comparison elementary/span schools and two (2) comparison middle schools in zip code 90026.
ii. Academic Growth Over Time (AGT)

In addition to achieving a significant student achievement difference in 2011, over time, as measured by the District’s new Academic Growth Over Time (AGT) reports, Gabriella has shown growth in student...
achievement that significantly outpaces the comparison schools.\textsuperscript{6} As explained by the District, “Academic Growth over Time is a statistical method used to identify the individual impact of a teacher (or school leader or entire school) on student learning. Academic Growth over Time compares the performance of each teacher’s students to that of teachers with similar students.” (\textit{AGT Frequently Asked Questions}, p. 9.) Through a complex algorithm, the AGT predicts student learning results controlling for factors such as free or reduced price lunch status, special education status, etc. and an average of similar students across LAUSD. Then, the report measures students’ actual results to the predicted results, with a value-added AGT for individual teachers and schools.

In the AGT school reports, five tiers are used to indicate performance against prediction:

- Blue = Far Above Predicted AGT; significantly more than 4
- Green = Above the Predicted AGT; significantly above the District average of 3
- Grey = Within the Range of Predicted AGT; not significantly different than District average of 3
- Yellow = Below Predicted Average; significantly below the District average of 3
- Red = Far Below Predicted Average; significantly less than 2

Gabriella’s aggregate AGT for the past three years in ELA was a “Blue” 5.2, and for Math, a “Blue” 6.3. In other words, GCS far exceeded the District’s predicted growth among individual students from 2008 through 2011. \textbf{In fact, of 522 elementary schools in LAUSD with AGT scores for 2010-11, Gabriella’s 3 year average ranked \#6 out of all of 522 schools for math, and \#22 out of all 522 schools for ELA.} (Source: \url{http://www.escmatrix.com/lausd/matrix.esc?id=public}.) In other words, out of more...

\begin{figure}
\centering
\includegraphics[width=\textwidth]{academic_growth_over_time.png}
\caption{Academic Growth Over Time (AGT) for Gabriella Charter School vs. Comparison Schools in English Language Arts 2008-2011}
\end{figure}

\textsuperscript{6} Vista Charter School opened in 2010, and thus does not yet have 3 year average AGT data, however the one-year AGT results for Vista Charter MS in 2010-2011 was 5.5, while Gabriella’s one-year AGT for this year was 3.5 (within the range of predicted AGT) in ELA and 5.0 in Math.

\textsuperscript{7} The comparison tool in the Battelle for Kids AGT data system includes GCS in the elementary group and not middle school, but based on the scores, GCS’s 5.2 for ELA would rank it \#4 of 119 middle schools, and the 6.3 in math would rank \#5 in math.
than 500 public elementary schools in LAUSD, GCS has realized significant gains in individual student achievement over a three-year period.

Meanwhile, our comparison schools, which as demonstrated above serve a very similar population of students, did not fare as well. All but Mayberry were listed as “significantly below” the District average in ELA AGT growth over a three-year period. In Math, as shown below, GCS’s 3-year aggregate AGT of 6.3 is 10 times the rate of growth at Rosemont Elementary over the same period; Rosemont fell in the “far below predicted” range for Math, though Elysian Heights, Logan, Mayberry and Castro all met or exceeded the District average.

iii. CST Scores

The following charts illustrate the significant achievement gap on the 2012 CST scores between Gabriella Charter School and our comparison schools, as well as District and State averages.
GCS has met the goal stated in our last charter petition of having at least 75% of our elementary students demonstrate proficiency on the English Language Arts CST; and has greatly exceeded – by 25% -- our goal of having 50% of our middle grades students reach proficiency in ELA.
In Math, the contrasts are similarly stark in comparison to other schools. As with ELA, our elementary students greatly exceeded our charter petition goal of 75% proficiency, and our middle grade students exceeded the 65% proficiency goal for math.
Finally, for science, GCS again outperformed all comparison schools on the 2012 CST. And again, both elementary and middle grades exceeded the stated charter petition goals of 75% and 60%, respectively.

We are especially pleased that in just three years of serving middle grade students, GCS has already has exceeded its own ambitious proficiency goals in all subjects:
GCS is Closing the Achievement Gap

Over the five year period of 2007 to 2011, GCS has steadily closed the achievement gap in API scores between sub-groups and the overall school performance. Nearly all of our after and before school intervention and tutoring sessions are led by credentialed teachers. Our summer school partnership with Teach For America targets almost half of our student body and serves as another important strategy in closing the achievement gap. As illustrated below, in 2007, socio-economically disadvantaged students scored 17 points lower than the school-wide score on the API, but by 2011, our socio-economically disadvantaged students actually scored one point higher than the school-wide API. Similarly, the achievement gap between Hispanic and overall API decreased from 23 points in 2007 to 8 points in 2011.

Note: In 2007, GCS did not have a statistically significant EL sub-group so no API score for that group was issued. In addition, our Special Education subgroup has never been statistically significant. See page 18 for API data on this group.

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8 In 2006, GCS did not have statistically significant sub-groups to warrant separate API scores.
Perhaps most remarkably, a comparison of the API scores for GCS’s sub-groups to the sub-groups at our comparison schools shows some stark contrasts:

i. Socio-Economically Disadvantaged Students

Socio-economically disadvantaged students at Gabriella – 91% of our student population – earned an API score that is as much as 164 points higher than the same sub-group at one of the comparison elementary schools (Micheltorena ES) and 188 points higher than Castro Middle School. Perhaps most notably, we share a campus with Logan Street Elementary, serve the same grade span, and almost the same percentage of socio-economically disadvantaged students (GCS has 91% v. Logan’s 87%), yet this sub-group scored 144 points higher at GCS.

### 2011 API for Socioeconomically Disadvantaged Students at Comparison Schools

<table>
<thead>
<tr>
<th>School</th>
<th>% of Students Socioec. Disadv.</th>
<th>2011 sub-group API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriella Charter School</td>
<td>91%</td>
<td>876</td>
</tr>
<tr>
<td>Elysian ES</td>
<td>81%</td>
<td>797</td>
</tr>
<tr>
<td>Rosemont ES</td>
<td>100%</td>
<td>784</td>
</tr>
<tr>
<td>Plasencia ES</td>
<td>100%</td>
<td>756</td>
</tr>
<tr>
<td>Mayberry ES</td>
<td>83%</td>
<td>747</td>
</tr>
<tr>
<td>Logan Street (K-8)</td>
<td>87%</td>
<td>732</td>
</tr>
<tr>
<td>Vista Charter MS</td>
<td>99%</td>
<td>714</td>
</tr>
<tr>
<td>Micheltorena ES</td>
<td>100%</td>
<td>712</td>
</tr>
<tr>
<td>Castro MS</td>
<td>57%</td>
<td>688</td>
</tr>
</tbody>
</table>

ii. English Learners

The comparison of English Learners is similar, with GCS’s English Learners (including Recently Reclassified Fluent/Proficient students) – 67% of our population – outperforming comparison schools’ English Learners by as much as 210 points.

### 2011 API for English Learners at Comparison Schools

<table>
<thead>
<tr>
<th>School</th>
<th>% EL / RFEP</th>
<th>2011 sub-group API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriella Charter School</td>
<td>67%</td>
<td>851</td>
</tr>
<tr>
<td>Rosemont ES</td>
<td>68%</td>
<td>766</td>
</tr>
<tr>
<td>Mayberry ES</td>
<td>50%</td>
<td>746</td>
</tr>
<tr>
<td>Elysian ES</td>
<td>39%</td>
<td>731</td>
</tr>
<tr>
<td>Plasencia ES</td>
<td>63%</td>
<td>723</td>
</tr>
<tr>
<td>Logan (K-8)</td>
<td>75%</td>
<td>719</td>
</tr>
<tr>
<td>Vista Charter MS</td>
<td>69%</td>
<td>695</td>
</tr>
<tr>
<td>Micheltorena ES</td>
<td>59%</td>
<td>667</td>
</tr>
<tr>
<td>Castro MS</td>
<td>73%</td>
<td>641</td>
</tr>
</tbody>
</table>
Further, we have exceeded District and State-wide performance for the reclassification of our English Learners:⁹

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% ELL</td>
<td>Reclassification Rate</td>
<td>% ELL</td>
<td>Reclassification Rate</td>
</tr>
<tr>
<td>GCS</td>
<td>51%</td>
<td>14.4%</td>
<td>48%</td>
<td>3%</td>
</tr>
<tr>
<td>LAUSD</td>
<td>32.1%</td>
<td>14.8%</td>
<td>31.2%</td>
<td>14.4%</td>
</tr>
<tr>
<td>CA</td>
<td>24.2%</td>
<td>10.8%</td>
<td>23.7%</td>
<td>11.6%</td>
</tr>
</tbody>
</table>

iii. Hispanic/Latino

GCS’s Hispanic/Latino population – 85% of our enrollment – scored between 73 and 172 points higher than our comparison schools’ Hispanic/Latino sub-groups in terms of 2011 API scores:¹⁰

<table>
<thead>
<tr>
<th>School</th>
<th>% Hispanic/Latino</th>
<th>2011 sub-group API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriella Charter School</td>
<td>85%</td>
<td>867</td>
</tr>
<tr>
<td>Elysian ES</td>
<td>89%</td>
<td>794</td>
</tr>
<tr>
<td>Mayberry ES</td>
<td>80%</td>
<td>774</td>
</tr>
<tr>
<td>Plasencia ES</td>
<td>80%</td>
<td>767</td>
</tr>
<tr>
<td>Rosemont ES</td>
<td>86%</td>
<td>741</td>
</tr>
<tr>
<td>Logan (K-8)</td>
<td>91%</td>
<td>726</td>
</tr>
<tr>
<td>Vista Charter MS</td>
<td>91%</td>
<td>706</td>
</tr>
<tr>
<td>Micheltorena ES</td>
<td>87%</td>
<td>696</td>
</tr>
<tr>
<td>Castro MS</td>
<td>92%</td>
<td>695</td>
</tr>
</tbody>
</table>

⁹ See Gabriella Charter School reclassification criteria in Element 2, Section K.5
¹⁰ All demographic data in this section is derived from the CDE “Data Quest” website, “Enrollment by Ethnicity” report for 2011-2012.
iv. Special Education

Finally, while we would like to see our students with special needs make far greater strides in closing the achievement gap with our general education population, we note that this sub-group scored 71 API points higher than the next-nearest comparison school.

<table>
<thead>
<tr>
<th>School</th>
<th>% SpEd</th>
<th>2011 sub-group API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gabriella Charter School</td>
<td>10%</td>
<td>726</td>
</tr>
<tr>
<td>Elysian ES</td>
<td>13%</td>
<td>655</td>
</tr>
<tr>
<td>Plasencia ES</td>
<td>11%</td>
<td>623</td>
</tr>
<tr>
<td>Rosemont ES</td>
<td>8%</td>
<td>616</td>
</tr>
<tr>
<td>Logan (K-8)</td>
<td>10%</td>
<td>563</td>
</tr>
<tr>
<td>Mayberry ES</td>
<td>15%</td>
<td>513</td>
</tr>
<tr>
<td>Micheltorena ES</td>
<td>19%</td>
<td>508</td>
</tr>
<tr>
<td>Vista Charter MS</td>
<td>10%</td>
<td>495</td>
</tr>
<tr>
<td>Castro MS</td>
<td>7%</td>
<td>430</td>
</tr>
</tbody>
</table>

A more detailed description about how GCS is serving students with special needs is included in Element 2, Section K of this charter petition.

a. Attendance

Average Daily Attendance (ADA) at GCS has ranged from 96-99% in every year of operation11 – in short, our students love to be at our school and our families grasp the importance of consistent attendance. Through extensive parent education efforts, we help families understand how important consistent attendance is for their children’s’ success, and how the habits they form at a young age will carry through their education and in the workforce. Our staff works to support families who may indicate challenges in maintaining timely, consistent attendance by meeting with parents and students after three unexcused absences or tardies. Finally, as a school of choice with wait lists for most grades, our families communicate frequently to us their sense of privilege that their children are part of our learning community.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96%</td>
<td>97%</td>
<td>99%</td>
<td>96%</td>
<td>96%</td>
<td>97%</td>
</tr>
</tbody>
</table>

b. Promotion Rate

Through an individualized instructional program that offers critical, tailored supports to students who are struggling, Gabriella Charter School has been able to maintain a 99% promotion rate.

11 Source of attendance data: P1 and P2 reports submitted to the California Department of Education.
I. SELF-REFLECTION: BEYOND STUDENT ACHIEVEMENT DATA

While the previous section details the many ways in which Gabriella Charter School has reason to celebrate our students’ academic achievement, we firmly believe that this data only paints a small part of the picture of our success. Through our innovative instructional program, unique and exceptional enrichment opportunities, and a culture of high expectations and accountability, our students, families, staff and school leaders all feel a strong sense of community belonging and support and pride in our collective accomplishments. The impact this has on students’ self-confidence, work ethic, ambition and love of learning cannot be overstated. The following includes some brief mention of our non-academic accomplishments, with additional details provided throughout the charter renewal petition. The April 13, 2011 Western Association of Schools and Colleges (WASC) Self-Study Visiting Committee Report confirmed many of these following areas of strength.

a. The Gabriella Dance Program

In an era where budget cuts have eliminated arts programs from many of the surrounding public schools, GCS provides a model for the successful integration of the arts into a rigorous academic program. Our students’ daily dance and weekly visual arts classes provide a rich and varied curriculum leading, we believe, to increased self-esteem, proficiency in dance skills, and sense of community and peer support.

The twelve members of our acclaimed dance faculty collaborate with classroom teachers to integrate core content into the dance curriculum, thematically and literally. For example, 7th graders were able to analyze the opening ceremony of the 2010 Olympics in Beijing for choreography aligned to the historical and cultural heritage of China, which was simultaneously being taught as part of their Medieval China unit in 7th grade humanities. In addition, while studying the development of civilizations and culture in West Africa, 7th grade students were able to analyze modern hip hop for traces of west African heritage, including call-and-response structures and storytelling elements. The “joy factor” resulting from dance is evident in students’ faces in videos of our students’ dance performances available on our website: gabriellacharter.org.

In addition to taking daily dance classes, our students participate in field trips that enhance their study of dance as an art form. In the 2011-2012 school year, our students either danced on professional
stages, took master classes or attended professional performances at a variety of venues across Los Angeles County:

- **RAMÓN C. CORTINES SCHOOL**  Diavolo Dance Theater (K-8 After School Program)
- **MUSIC CENTER**  Very Special Arts Festival (K & Company Kids)
- **CAL STATE LONG BEACH**  Dance Bistro (2nd & 8th)
- **ALEX THEATER**  LACHSA’s Spring Musical Hairspray (1st)
- **SKIRBALL CULTURAL CENTER**  Masanga Murimba (3rd)
- **UCLA ROYCE HALL**  Water is Rising (3rd)
- **UCLA ROYCE HALL**  Contra Tiempo Urban Latin Dance Theater (4th & 5th)
- **MUSIC CENTER**  Children’s Dance Festival (5th)
- **LA COUNTY SCHOOL of ARTS**  Dance Department Tour and Community Class (6th)
- **UCLA ROYCE HALL**  Bodytraffic Dance Company (7th & 8th)
- **SKIRBALL CULTURAL CENTER**  Versa-Style Dance Company (8th)

In addition to the school day dance program, *everybody dance!*, a community-based after-school program, provides after-school dance classes (20 per week) at the GCS site to several hundred pre-K-12 students, the vast majority of whom do not attend GCS.

The success of our highly acclaimed dance program can be attributed to the leadership of our Dance Education Coordinator and a collective commitment to the arts as an integral component of a child’s education. Our students’ high achievement and growth in the last seven years suggests that dance instruction in conjunction with a structured standards-based academic program has boosted student discipline, focus, confidence and commitment to achieving excellence. GCS will build on this success by deepening its efforts to integrate dance and movement into the core curriculum by providing opportunities for further training and collaboration between dance and classroom teachers.

**b. Parent Involvement**

In addition to volunteering in the classrooms, dance and art studios, parents participate in school activities, such as designing and sewing sets and costumes for dance recitals, building technology infrastructure, accompanying students to the public library, attending excursions, helping to maintain school grounds and serving meals. GCS schedules evening meetings and Saturday volunteer opportunities for working parents. Parent involvement on the campus reinforces parents’ connection to the school and makes their partnership visible to students.

Teachers actively enlist the participation of parents in boosting student achievement. Parents receive four report cards a year with grades that are aligned with grade level and ELD standards. Parents attend two parent-teacher conferences a year. Teachers hold quarterly grade level meetings where they instruct parents in strategies that support learning at home. Every effort is made to provide translation services for meetings, conferences, home school communications and school events so that non-English speaking parents can fully access the program.

Parents are also empowered to serve in leadership roles. Established in year one, the Parents Association meets monthly to discuss ways to support the School and students through networking, fundraising and volunteering.

**c. Governance & Leadership**
In our first years, GCS struggled with developing enough capacity for our school leaders to manage both the instructional and operational functions of the school successfully. In 2006, GCS created an Assistant Principal position to oversee curriculum development and teacher coaching, and soon after that brought on an Intervention and Assessment Coordinator. As we grew from a K-2 with four teachers to a K-8 with 20 teachers, GCS added an Assistant Principal, Middle Grades to shepherd the expansion of GCS into a K-8 span school and an Assistant Principal, Operations to manage the influx of Special Education students and operational challenges that come along with moving sites.

More recently, as a result of ongoing strategic planning sessions feedback from our faculty and staff, GCS restructured the leadership team to streamline roles and responsibilities and to prioritize teaching and learning to best support our faculty. We now have:

- Principal
- Assistant Principal of Curriculum & Culture
- Assistant Principal of Special Education & Family Services (80% FTE)
- Assistant Principal for Intervention and Assessment (60% FTE)
- Director of Operations and Strategy

By enabling these leaders to focus on a specific area, we are able to provide more comprehensive and targeted support to our 20 faculty and two RSP teachers. Notably, three of these five school leaders began their tenure at GCS as teachers, reflecting the importance that the School places on helping our staff develop their leadership capacities.

The success of GCS additionally is enhanced by our Board, which has been a dedicated overseer of the school’s financial and operational health. Over the past four years, the Board has ensured that the instructional and operational programs of the school have adhered to the terms and commitments set forth in our Original, First Renewal, and Amendment Petitions, holding school leaders accountable for GCS’s financial health and operations, legal and compliance matters, instructional quality and student achievement, and providing the accountability and support that GCS has needed to thrive. As part of a strategic planning process at the Board level, a significant restructuring is planned as part of this renewal process. To date, GCS has been overseen by the Board of The Gabriella Foundation (formerly “The Gabriella Axelrad Education Foundation”), which also oversees the Foundation’s dance program, everybody dance!. Upon approval of this renewal petition, effective July 1, 2013 GCS will be overseen by a newly formed separate corporation, Gabriella Charter Schools, with its own separate board. This planned change is discussed in detail in Element 4: Governance.

d. Finances

GCS’s strong fiscal health has been sustained due to sound fiscal policies and procedures, including strong internal controls and highly qualified back-office management provided by ExEd, an acclaimed non-profit charter schools back-office services provider, and thorough oversight and review by the Board. GCS has received strong ratings and “no findings” in all of its annual independent audits and reviews and has more than adequate reserves, as evidenced by annual independent audits. Finally, we have gradually taken over responsibility for costs associated with the cost of providing dance instruction during the school day, which initially was funded entirely by The Gabriella Foundation.
IV. PAST CHALLENGES AND FUTURE PLANS

As with any start-up school, GCS has addressed many challenges. Since our last renewal, our key challenges have been in the following areas:

a. Developing a data management system to support all aspects of information retrieval.

While GCS has long incorporated frequent, in-depth analysis of student achievement data to support and drive instructional decisions, we did not until recently have a consolidated and effective system for managing data. In 2011, GCS made a significant investment and purchased the Illuminate Education student information system, and associated training expertise for our staff, to remedy this area of need. Implementation and training for teachers, instructional aides, and administrative staff is in process, and we anticipate this area to continue to be an area of significant growth in the coming years. Each year, school leadership and faculty have determined an overarching annual school-wide focus based on the prior year’s achievement data. For example, based on the 2011 CST results, the school-wide goal for the 2011-2012 year was to improve reading comprehension and math reasoning by focusing on strategies that improve critical thinking. With each annual school-wide goal, individual grade levels define goals for their classrooms and individual students. GCS leadership and faculty review and prepare ongoing research and plan professional development focusing on identifying student learning needs.

Prior to implementing the Illuminate data system, teachers tracked data for all students in all subjects via Excel spreadsheets that were reviewed by the leadership team. Teachers shared and reported out classroom level data on an on-going basis (i.e., during check-ins with administration, at POD meetings, quarterly, during SSTs and IEP meetings).

Once all staff become fluent in this highly complex new system, teachers and instructional leaders will be far more ready to analyze assessment results in real-time, track individual student performance over time, identify areas of need for further professional development with specific faculty and whole-school training, and modify instruction to ensure each student truly masters the content as intended.

a. Continuing and expanding the development of curriculum and strategies that will enhance and support student acquisition of higher order/critical thinking skills.

Data analysis confirms that GCS needs to continue and expand the development of curriculum and strategies that will enhance and support student acquisition of higher order/critical thinking skills. Our students need increased opportunities for more consistent implementation of critical thinking-based activities. Our professional development calendar in 2012-13 and 2013-14 will address this need by preparing teachers with Common Core training, strategies that encourage depth and complexity, and explicit planning around investigation, experimentation and mathematical reasoning standards, in order to provide an educational program that is on par with the best LA schools, whether public or private. We believe that critical thinking skills are the foundation of a child’s future success in the 21st Century, and are committed to this as a priority in our new charter term.

b. Developing a challenging, coherent middle school curriculum that will prepare students for success in college preparatory high schools.
The 2011 WASC Self-Study Visiting Committee Report confirmed a need to develop a more cohesive and comprehensive curriculum in the middle grades (which at the time of the review, had just begun). Specifically, we have acquired a new math curriculum and are in the process of considering a new writing program. GCS middle grades teachers and school leaders also see character development and high school preparation as critical challenge areas. While we have some practices in place (e.g., ISEE/SSAT summer class, high school counseling meetings with individual families, a partnership with community organizations like the Alliance for a Better Community, Advisory curriculum adopted and revised, character development standards in place that students can articulate), we believe that our work has just begun and needs much refinement and articulation.

c. **Continuing the development of the teacher collaboration PODs as a tool to drive instruction and curriculum choices throughout the school.**

In 2010, GCS implemented a professional learning community model where teachers lead professional development groups called “PODs.” The structure of POD time allows teachers to focus on data specific to the areas they are teaching, and work together to plan for improvement. Examples of this include observing one another, or implementation of a shared teaching strategy. Evaluations of this time and teacher satisfaction survey data show that teachers value this collaborative planning and development time, but that also that there is room for growth to ensure it is used as effectively as possible and models “best practices” from other schools. Furthermore, we recently have restructured our school leadership “admin team” division of responsibilities to clarify roles and prioritize teacher coaching and feedback. We also are working to with teachers to establish individual growth plans for reaching professional development goals.

d. **Continuing to strengthen our Special Education capacity.**

When GCS expanded in 2009, doubling enrollment across almost all grade levels, there was a large influx of students with special needs, both identified and soon after identified, as illustrated in the chart below. Like most schools serving young children, primary classifications include speech / language impairment, specific learning disability and other health impairment, with additional students receiving services for visual impairment, autism, developmental delay, and hard of hearing.
As the number of students with disabilities has increased significantly, GCS has implemented a number of practices and established in-house resources for this group of students. In 2009, we hired an Assistant Principal and in 2011 we hired a second full-time Resource Teacher to support our 61 students who receive services. In 2012, we hired a Special Education Aide to provide further support for our RSP program. The Assistant Principal, Special Education and Family Services, two Resource Teachers, and the Special Education aide all provide integral support, training and collaboration with our classroom teachers, in addition to one-on-one and small group services for the students with special needs. Many of our students with special needs attend after-school tutoring in ELA and math, weekly or twice-weekly one-hour sessions led by GCS teachers who are supported by our Assistant Principal of Intervention and Assessment.

Through the successful provision of targeted and individualized therapies and structured supports, we have seen students who have significant behavioral issues, challenges with social skills due to autism and related disorders, hyperactivity, and students exhibiting profound self-esteem issues have blossomed in our program, demonstrating remarkable gains in academic achievement but perhaps most importantly demonstrating remarkable changes in their behaviors and self-confidence. Our dance program has been a unique tool in changing the lives for many students with special needs, enabling them to express themselves in a meaningful and structured format that serves their needs. In some cases, students who had significant special needs and were performing well below grade level when they entered GCS have now exited out of the Special Ed program and are thriving without an IEP.

Though this subgroup has demonstrated growth in proficiency and is outperforming all comparison schools, we recognize that we have significant work to do to close the achievement gap for students with disabilities. GCS will continue to work in this area including the expansion of our support and resources for Special Education. Our Assistant Principal, Special Education will continue to strengthen her skills in overseeing the Special Education program particularly as GCS transitions into providing more services in-house.

e. Strengthening our presence and engagement in the Greater Echo Park community

While GCS students benefit from a multitude of partnerships we have with organizations in greater Los Angeles, we are now focused on strengthening our presence and engagement in the Greater Echo Park community. We have established a Community Advisory Council comprised of local civic and community leaders, staff to elected officials, and other stakeholders, and our school leaders are working to strengthen relationships with the surrounding community. GCS participates annually in the Echo Park
community’s holiday parade, participated in last year’s Neighborhood Council’s food drive and intends
to do so again this year. Students and families are strongly encouraged to participate in community-
organized “Clean-Up” days. The after-school dance program is intentionally run so as to serve all
children of the community and not just students of GCS. Our intention going forward is to strengthen
GCS stakeholders’ (i.e. students, parents, staff, board, and community organizations) self-identification
as a greater Echo Park neighborhood school and to continue to recruit and maintain a diverse and
traditionally underserved student population.

IV. THE KEYS TO OUR SUCCESS

We do not believe we have some “secret recipe” for success. We do know, however, that certain key
foundational beliefs have helped us build an innovative, successful and engaging public education
program:

• **High Expectations:** Our entire organization is premised on the belief that student achievement is
  not limited by socio-economic status, race/ethnicity, English language fluency or other “risk
  factors.” We believe strongly that all children can achieve rigorous, comprehensive learning
  objectives with the individualized and caring support of highly qualified teachers. We hold
everyone in our school community — school leaders, faculty, staff, students, parents —
accountable for working hard and continuously striving to meet our high expectations in a school
culture of excellence.

• **Engagement:** Our dance-themed curriculum builds on children’s natural curiosity and promotes
  *joy* in the learning process. Dance and other arts serve as a vehicle to develop focus and
  attention, work ethic, active participation and a commitment to excellence while developing
  students’ confidence and motivation. The transfer of ideas, skills and focus from the discipline of
dance to the discipline required in an academic classroom is a powerful tool for promoting critical
thinking, English Language development, and the mastery of content standards, inspiring
students to develop habits of mind and take an active role in their education and future.

• **Community:** A culture of community and collaboration permeates the School — children are
  nurtured and supported by the entire school community — teachers, school leaders, fellow
  students, families and community volunteers — in their academic and social development as they
  acquire the skills and self-confidence to ensure long-term success in school and later in life. Our
  small school environment with small class sizes helps foster a child-centered approach to learning
  in which children form meaningful relationships with several adults (classroom teachers and
  aides, dance/arts instructors, parent and community volunteers) and receive daily individualized
  instruction and attention. Students, parents, teachers and staff develop an important sense of
  “belonging” in our school community, a powerful force in combating the challenges faced outside
  our school walls.
Conclusion

GCS has aggressively altered the trajectory of the students that it serves, increasing our students’ chances of performing well in high school, college, and beyond. We feel proud of the past seven years, and trust that our next five years’ will pay long-term dividends for our students well into their future.
AFFIRMATIONS & ASURANCES

(LAUSD-REQUIRED LANGUAGE)

Gabriella Charter School 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, gender identity, gender expression, 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.
ELEMENT 1: ACADEMIC PROGRAM

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

INTRODUCTION

The address of the Charter School is: Gabriella Charter School is co-located with Logan Elementary School. The mailing address is: 1435 Logan Street, Los Angeles, CA 90026

The phone number of the Charter School is 213-413-5741

The contact person for the Charter School is Liza Bercovici, Founder and CEO

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is K-8.

The number of students in the first year will be 436.

The grade levels of the students the first year will be K-8.

The scheduled opening date of the Charter Schools is August 19, 2013 (Summer school will begin on July 1, 2013).

The admission requirements include: Gabriella Charter School admits all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance is determined by a single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school is open to any resident of the State of California. Enrollment is on a first come, first served basis. Gabriella Charter School affirms that the school is nonsectarian in all aspects of its programs and operations, including admissions and employment. Gabriella Charter School does not charge tuition. Gabriella Charter School does 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. (See Element 8: Admissions).

The enrollment capacity is 436 students. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

The instructional calendar will be 183 days (See Element 1, Section C.2.)

The bell schedule for the Charter School will be: 8:00 a.m. – 3:30 p.m. (See Element 1, Section C.1.)

If space is available, traveling students will have the option to attend.
A. STUDENTS GABRIELLA CHARTER SCHOOL SERVES

1. Target Student Population

   a. Projected Gabriella Charter School Enrollment

   The Gabriella Charter School enrollment plan is represented in the following chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Grade 1</td>
<td>44</td>
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<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Grade 2</td>
<td>44</td>
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<td>44</td>
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<td>Grade 3</td>
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<td>52</td>
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<td>Grade 6</td>
<td>52</td>
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<td>52</td>
<td>52</td>
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<tr>
<td>Grade 7</td>
<td>52</td>
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<td>52</td>
<td>52</td>
<td>52</td>
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<tr>
<td>Grade 8</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>TOTAL</td>
<td>436</td>
<td>436</td>
<td>436</td>
<td>436</td>
<td>436</td>
</tr>
</tbody>
</table>

   For a description of our student recruitment plan and details regarding how we will achieve a racial and ethnic balance that is reflective of the District’s population, please see Element 7: Racial and Ethnic Balance.

   b. Surrounding Community: Echo Park Area

   Echo Park is considered to be one of the oldest neighborhoods in Los Angeles, developed at the end of the 19th century. This small farming community northwest of downtown Los Angeles experienced its greatest growth surge between 1905 and 1935 in the aftermath of the Industrial Revolution. Echo Park has been more recently associated with its Latino gang culture depicted in the 1993 film *Mi Vida Loca*.

   2010 Census data evidences that Echo Park is a remarkably dynamic community with countless ethnic groups at various income levels. With 16,867 people per square mile, and 43,832 residents in 2008, this neighborhood is one of the densest in the city.
The demographics of Gabriella Charter School's target 90026 zip code consist of a majority of LAUSD schools enrolling 80-90% Hispanic/Latino students and a remaining 3-5% of white, African American and Asian/Filipino students. Based on the 2010 Census, the community GCS serves is characterized by a population with lower education levels than the national average, higher levels of poverty, especially among families, and a much higher percentage of households that speak a language other than English.

Source: healthy.city.org

Source: brainy.zip.com
More than 76% of residents living in Echo Park speak a language other than English at home, with more than 57% of residents speaking Spanish, 24% English, and 17% Cantonese, Mandarin, Thai or Tagalog.

Languages Spoken at Home in the Zip Code 90026

Source: brainyzip.com

Notably, throughout zip code 90026, 28.9% of residents over the age of 25 did not complete 9th grade, with an additional 15.3% reporting not receiving a high school diploma.

Educational Attainment of Residents over the Age of 25 in the 90026 Zip Code

Source: brainyzip.com
The community’s significant lack of educational attainment translates into economic outcomes as well, with 24% of households earning less than $15,000 a year. More than 75% of the households in Echo Park earn less than $50,000 annually. As a result, the average percentage of students qualifying for free or reduced price lunch in community schools hovers around 90%.

The higher rates of unemployment, particularly amongst Echo Park residents between 16-29 years old, are associated with higher rates of crime. According to an *Eastsider LA* 2012 report, “Looking Back At A Deadly Decade,” despite the increased gentrification and decreased crime rates over the last decade, violent crime in Echo Park is approximately 30% higher than the LA County average. The June 27, 2012 shooting death of a 22-year old man demonstrates that continued improvements in neighborhood safety are called for.

Therefore, as demonstrated by the demographic and academic performance information in the following table, Gabriella Charter School is located in a historically under-resourced and economically disadvantaged neighborhood.
2. Demographic Data of Comparison Public Schools

Not surprisingly, the demographic data of the six public elementary and two middle schools in the Echo Park area are consistent with the broader community data, as illustrated in the chart on the following page.

- Out of the total 2,708 students enrolled at the six elementary schools and 872 students at the middle schools, an average of 86% and 92%, respectively are Hispanic/Latino and 92%/78% qualify for free or reduced price lunch (FRPL).
- Asian and Filipino students comprise 5% of these schools’ enrollment; the African American enrollment is comparatively small at just 3% and 2%, consistent with community demographics.
- As reflected in the statistic that 58% of this community’s residents speak Spanish at home, an average of 59% of the students in the local public elementary school are English Learners or recently reclassified; at the middle school level, 71% are English Learners or recently reclassified.

As with many of the schools in LAUSD, these schools face significant challenges. Students arrive to school with both academic and social needs that commonly exceed the capacity of schools to respond effectively or efficiently. School readiness among students varies dramatically, and socio-economic and language barriers play a role in the added stresses on children, not to mention naturally occurring diversity in learning styles and abilities found among any student group.

3. Academic Achievement Data of Comparison Public Schools

While there is positive news – most notably that all comparator schools met their school-wide growth targets and all but one school increased their API score in 2011 – the data in the foregoing chart illustrates that school failure continues to be a persistent trend for public schools in the Echo Park area:

- All six elementary schools and one of two middle schools are in Program Improvement status.
- The two comparison middle schools have a 2011 API average of 706, well below the California Department of Education’s expected 800.
<table>
<thead>
<tr>
<th>Comparison Schools</th>
<th># of Students</th>
<th>Multi-Track</th>
<th>PI Status</th>
<th>Met School-wide Growth Targets</th>
<th>Met all Sub-group Growth Targets</th>
<th>2011 API Score</th>
<th>2010 API Score</th>
<th>API +/- Change</th>
<th>2011 API State Rank / Similar Schools</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>ELL + Rectly Reclass ified</th>
<th>Hispanic / Latino</th>
<th>Special Ed</th>
<th>African Amer.</th>
<th>Asian, Pacific Islan., Filipino, Amer. Indian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elysian Heights ES (K-5)</td>
<td>237</td>
<td>No</td>
<td>Year 2</td>
<td>Yes</td>
<td>Yes</td>
<td>808</td>
<td>803</td>
<td>5</td>
<td>5 / 6</td>
<td>81%</td>
<td>39%</td>
<td>89%</td>
<td>13%</td>
<td>1%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Logan Street (K-8)</td>
<td>484</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>732</td>
<td>715</td>
<td>17</td>
<td>2 / 2</td>
<td>87%</td>
<td>75%</td>
<td>91%</td>
<td>10%</td>
<td>2%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Mayberry ES (K-5)</td>
<td>342</td>
<td>No</td>
<td>Year 2</td>
<td>Yes</td>
<td>No</td>
<td>796</td>
<td>791</td>
<td>5</td>
<td>5 / 8</td>
<td>83%</td>
<td>50%</td>
<td>80%</td>
<td>15%</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Micheltorena ES</td>
<td>278</td>
<td>No</td>
<td>Year 3</td>
<td>Yes</td>
<td>Yes</td>
<td>712</td>
<td>693</td>
<td>19</td>
<td>1 / 1</td>
<td>100%</td>
<td>59%</td>
<td>87%</td>
<td>19%</td>
<td>1%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Plascencia ES (K-5)</td>
<td>790</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>756</td>
<td>774</td>
<td>-18</td>
<td>4 / 8</td>
<td>100%</td>
<td>63%</td>
<td>86%</td>
<td>11%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Rosemont ES (K-5)</td>
<td>577</td>
<td>No</td>
<td>Year 2</td>
<td>Yes</td>
<td>Yes</td>
<td>784</td>
<td>756</td>
<td>28</td>
<td>3 / 4</td>
<td>100%</td>
<td>68%</td>
<td>80%</td>
<td>8%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Comparison ES</strong></td>
<td>2,708</td>
<td>770</td>
<td>765</td>
<td>56</td>
<td>92%</td>
<td>59%</td>
<td>86%</td>
<td>13%</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sal Castro MS</td>
<td>510</td>
<td>No</td>
<td>Year 1</td>
<td>Yes</td>
<td>Yes</td>
<td>698</td>
<td>620</td>
<td>78</td>
<td>2 / 4</td>
<td>57%</td>
<td>73%</td>
<td>92%</td>
<td>7%</td>
<td>2%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Vista Charter MS</td>
<td>362</td>
<td>No</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>714</td>
<td>n/a</td>
<td>n/a</td>
<td>3 / 9</td>
<td>99%</td>
<td>69%</td>
<td>91%</td>
<td>10%</td>
<td>2%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Comparison MS</strong></td>
<td>872</td>
<td>706</td>
<td>620</td>
<td>78</td>
<td>78%</td>
<td>71%</td>
<td>92%</td>
<td>9%</td>
<td>2%</td>
<td>6%</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gabriella Charter</td>
<td>354</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>875</td>
<td>874</td>
<td>1</td>
<td>8 / 10</td>
<td>91%</td>
<td>67%</td>
<td>85%</td>
<td>10%</td>
<td>4%</td>
<td>9%</td>
<td>1%</td>
</tr>
</tbody>
</table>

12 While the 2011-2012 STAR data was available at the time of the submission of this petition, the 2012 API data was not. Therefore, we refer to the 2011 API data throughout this petition.
The STAR test data further demonstrates the extent to which students in this community are failing to meet state standards.

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th>% Proficient or Advanced: English Language Arts</th>
<th>% Proficient or Advanced: Mathematics</th>
<th>% Proficient or Advanced: Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elysian Heights ES (K-5)</td>
<td>53%</td>
<td>57%</td>
<td>68%</td>
</tr>
<tr>
<td>Logan Street (K-8)</td>
<td>38%</td>
<td>53%</td>
<td>50%</td>
</tr>
<tr>
<td>Mayberry ES (K-5)</td>
<td>49%</td>
<td>53%</td>
<td>54%</td>
</tr>
<tr>
<td>Micheltorena ES</td>
<td>47%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>Plasencia ES (K-5)</td>
<td>50%</td>
<td>56%</td>
<td>45%</td>
</tr>
<tr>
<td>Rosemont ES (K-5)</td>
<td>48%</td>
<td>56%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>AVERAGE</strong></td>
<td>48%</td>
<td>53%</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Middle Schools</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sal Castro MS</td>
<td>31%</td>
<td>24%</td>
<td>42%</td>
</tr>
<tr>
<td>Vista Charter MS</td>
<td>46%</td>
<td>21%</td>
<td>28%</td>
</tr>
<tr>
<td><strong>AVERAGE</strong></td>
<td>39%</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Gabriella Charter School</strong></td>
<td>77%</td>
<td>80%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Conversely, Gabriella Charter School has demonstrated significant achievements with a similar population of students over the past six years. Reflective of the Echo Park community, GCS’s 2010-11 population was 85% Hispanic/Latino, 4% African American, 9% Asian; 91% of the students qualify for free or reduced price lunch; 67% of the students were English Learners or Recently Reclassified; 10% classified as Special Education. Yet unlike most of the schools in Echo Park, Gabriella’s students have demonstrated significant academic achievements, including a 2011 API score of 875. In addition, very few students perform Below or Far Below Basic on the CST at Gabriella.

GCS has consistently achieved far higher levels of proficiency than LAUSD averages, even when adding additional grade levels and additional students: in 2009-10, the move to a new home enabled GCS to almost double its enrollment from 152 students to 270, adding 40 new Kindergarteners but also 78 new students to double grade enrollments in 1st, 4th, 5th and 6th grades; and in 2010-11, the 2nd and 3rd grades were each almost doubled in size. In other words, out of the 285 students in grades 2-7 who were tested in 2011, more than half had only been enrolled at our school for one or two years. As detailed more fully in Element 3, Section D, below, GCS implemented a sophisticated student data system during the 2011-12 school year that enables us to track more specifically the achievement data of each student in real time, measuring each student’s proficiency level upon entering GCS and their progress year to year.

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13 Note: The CDE Dataquest API report contains an error in the Free and Reduced Price Lunch percentage for GCS for 2010-11. As correctly noted in GCS’s 2010-11 SARC report from LAUSD, 88% of GCS students qualified for FRPL. GCS staff is working with LAUSD and CDE to correct this data.
GABRIELLA CHARTER SCHOOL CST SUMMARY DATA – PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED AT GCS V. LAUSD

<table>
<thead>
<tr>
<th>CST 2012</th>
<th>343 students tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td>GCS</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>95%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>67%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>87%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>67%</td>
</tr>
<tr>
<td>6th Grade</td>
<td>88%</td>
</tr>
<tr>
<td>7th Grade</td>
<td>67%</td>
</tr>
<tr>
<td>8th Grade</td>
<td>71%</td>
</tr>
<tr>
<td>Overall</td>
<td>77%</td>
</tr>
</tbody>
</table>

Simply put, Gabriella Charter School has demonstrated significant academic achievements, success we know our students can continue to demonstrate in the Echo Park community.
B. MISSION, VISION AND EDUCATIONAL PHILOSOPHY

1. Gabriella Charter School’s Mission and Vision

The mission of Gabriella Charter School is to provide a rigorous, standards-based academic program, drawing upon the discipline, creativity and cognitive aspects of dance to actively engage and motivate each child to develop self-confidence, critical thinking skills and habits of mind that serve as the foundation for a college preparatory education.

Based on six years of experience in designing and establishing a highly successful school, Gabriella Charter School (GCS) will continue to accomplish its mission through:

- **High Expectations:** Our entire organization is premised on the belief that student achievement is not limited by socio-economic status, race/ethnicity, English language fluency or other “risk factors.” We know that all children can achieve rigorous, comprehensive learning objectives with the individualized and caring support of highly qualified teachers. We hold everyone in our school community – school leaders, faculty, staff, students, parents – accountable for working hard and continuously striving to meet our high expectations in a school culture of excellence.

- **Engagement:** Our dance-themed curriculum builds on children’s natural curiosity and promotes joy in the learning process. Dance and other arts serve as a vehicle to develop focus and attention, work ethic, active participation and a commitment to excellence while developing students’ confidence and motivation. The transfer of ideas, skills and focus from the discipline of dance to the discipline required in an academic classroom is a powerful tool for promoting critical thinking, English Language development, and the mastery of content standards, inspiring students to develop habits of mind and take an active role in their education and future.

- **Community:** A culture of community and collaboration permeates GCS – children are nurtured and supported by the entire school community – teachers, school leaders, fellow students, instructional aides, families and community partners – in their academic and social development as they acquire the skills and self-confidence to ensure long-term success in school and later in life. Our small school environment with small class sizes helps foster a child-centered approach to learning in which children form meaningful relationships with several adults (classroom teachers and aides, dance/arts instructors, parent and community volunteers) and receive daily, individualized instruction and attention. Students, parents, teachers and staff develop an important sense of “belonging” in our school community, a powerful force in combating the challenges faced outside our school walls.

Until recently, the abilities that led to success in school, work, and business were characteristic of the left hemisphere. They were the sorts of linear, logical, analytical talents measured by SATs . . . . Today, those capabilities are still necessary. But they’re no longer sufficient. In a world upended by outsourcing, deluged with data, and choked with choices, the abilities that matter most are now closer in spirit to the specialties of the right hemisphere – artistry, empathy, seeing the big picture, and pursuing the transcendent. (Pink, A Whole New Mind: Moving from the Information Age to the Conceptual Age, 2005.)

The GCS vision is to ensure that each and every one of our students leaves GCS with the skills and habits...
of mind that will enable success in our 21st century society. Beyond simple mastery of skills in English, math and other subject areas, today’s rapidly changing world demands that students be prepared to face challenges we cannot even predict today. The pace of technological development and information exchange is unprecedented in human history, and skills that were essential just a generation ago have become obsolete. Critical thinking, problem-solving, analytical skills and creativity will be more important for this generation than any in recent history. As the highly acclaimed author and speaker Sir Ken Robinson recently noted, “Creativity is not some exotic, optional extra. It's a strategic issue.” (Ken Robinson, Fast Company, July 5, 2011.)

2. **GCS Will Prepare Students to Be Educated Citizens in the 21st Century**

As the world changes rapidly through the prevalence of new technologies and globalization of the world’s economy, consideration of what it means to prepare students for these global realities is perhaps more important now than for educators in the past several decades. While the educated 21st Century person certainly requires strong English and math skills, today there is a growing recognition of the fact that creativity, problem-solving skills, and an ability to think critically and analytically are imperatives. As the acclaimed journalist and author Thomas Friedman discussed in *The World is Flat*, a relevant education for today’s global economy emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking.

Our **Expected School-wide Learning Results** show what we believe an educated person in the 21st Century to be:

**Academically Proficient**
- Meets and exceeds rigorous school and state standards in order to be prepared for a college preparatory curriculum.

**An Effective Communicator**
- Receives and comprehends the messages of others, using strategies such as active listening and note taking;
- Conveys clear, compelling messages to others verbally and in writing in standard academic English;
- Respects, appreciates and understands diverse cultures and individuals;
- Speaks with confidence in a group and in front of an audience; and
- Utilizes technology fluently to give, receive, and enhance communication.

**A Critical Thinker & Problem Solver**
- Applies logical and creative-thinking skills to problem-solving and decision-making;
- Understands cause and effect relationships in both academic and social settings;
- Resolves conflicts in a constructive manner; and
- Applies learned skills and concepts to new situations.

**An Engaged Learner**
- Demonstrates a strong work ethic and self-motivation in a variety of formal and informal settings;
- Uses knowledge of his/her individual abilities to set and achieve realistic goals;
• Assesses his/her learning needs and accesses additional resources or adjusts learning strategies as appropriate;
• Applies the skills necessary to work effectively both alone and in cooperative settings; and
• Recognizes and demonstrates the work habits and social behaviors that contribute to success in school and in life.

A Confident and Active Participant in the Arts
• Comfortably and confidently performs or shares artistic products;
• Demonstrates an appreciation for and enjoyment of multiple art forms;
• Responds critically to others’ artistic products; and
• Recognizes the way in which the physicality of dance and healthy living contribute to success in school and life.

3. How Learning Best Occurs

At Gabriella Charter School, we have demonstrated the foundations for a successful learning environment. We believe, like Howard Gardner, the father of Multiple Intelligence theory, that, “People are not born with a given amount of intelligence, which serves as some kind of limit. We each have potentials across the intellectual spectrum.” (Gardner, 2009.) As Gardner espouses, we strive to craft our education of children in a way that accounts for their individual differences in order to reach each of them in an optimal manner. This includes teaching the same ideas, concepts, skills and disciplines in different ways that activate students’ different intelligences. “Such an approach yields two enormous dividends. First, a plurality of approaches ensures that the teacher (or teaching material) will reach more children. Second, a plurality of approaches signals to learners what it means to have a deep, rounded understanding of a topic. Only individuals who can think of a topic in several ways have a thorough understanding of that topic; those whose understanding is limited to a single instantiation have a fragile grasp. (Gardner, Birth and the Spreading of a “Meme,” Multiple Intelligences Around the World, 2009.)

While there is obvious importance in ensuring that children do well in traditional core subjects, we also believe that dance, music, art, physical education and more have an important place in the education of children today. “[A]n understanding an appreciation of MI makes it clear that the scholastic intelligences do not encompass all of the ways in which children can and should grow. . . . Embracing the MI model elevates the role of art, music, and movement in education.” (Hoerr, 2009.)

We achieve our ideals in creating an environment in which learning best occurs by starting with strong leadership, highly qualified and experienced teachers, a shared vision by all stakeholders, and a structure and organization that promote school-wide academic and behavioral expectations. We believe optimal learning takes place in safe, student-centered classes where risk-taking is encouraged, instructional time is maximized, curriculum is appropriately paced, students are involved in setting academic goals, and parents are active participants in their child’s education. At GCS, the instructional setting includes an innovative assessment-driven program that incorporates backwards design, differentiated strategies and lessons, multiple intelligences and targeted interventions. Based on
research that shows higher achievement and motivation among students in schools that offer dance and visual arts classes, student engagement through dance and other arts is a key factor in learning at GCS.

Tutoring, after-school homework assistance, counseling or referral for special education assessment, and highly qualified resource specialists will all be available to support each and every student, including those with special needs, achieving optimal learning.

Finally, parent and community partnerships are integral to student success. A Student/Parent Handbook clearly sets expectations that parents monitor homework and reading logs, attend quarterly grade level strategy workshops, support the GCS behavior policy, attend teacher conferences, participate in IEP meetings and encourage volunteer participation at the school. Recognizing the link between family wellness and student performance, GCS offers extensive parent education and support programs. GCS families have benefited tremendously through partnerships with organizations like the Los Angeles Free Clinic, the Didi Hirsch Community Mental Health Center, El Centro del Pueblo, the Asian Pacific Counseling Center and other local community resources to facilitate family access to essential medical and counseling services. GCS will expand upon these existing relationships where possible, and form partnerships with other organizations serving the Echo Park community. GCS offers a well-balanced breakfast and healthy lunch for our students, and school-wide nutrition guidelines require healthy snacks so that students are well-nourished and ready to learn. Teachers, staff and school leaders model and reinforce the importance of nutrition, physical fitness, and proper rest.

4. Gabriella Charter School Will Enable Students To Become Self-Motivated, Competent and Lifelong Learners

The design of GCS is driven by our objective of enabling our students to become self-motivated, competent, life-long learners. We believe in a “growth mindset” that intelligence is a result of hard work, success is a measure of achievement toward set goals, and each student is the master of his or her own fate. We believe that when children are given the opportunity to express their skills, talents and intelligences across a variety of contexts, they are able to realize more success and thus develop more confidence. “It is of the utmost importance that we recognize and nurture all of the varied human intelligences and all of the combinations of intelligences. We are all so different largely because we have different combinations of intelligences. . . . If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.” (Gardner, 2006.)

In backward design, teachers start with content standards and goals, and create a lesson to achieve these explicitly stated objectives. By utilizing a “backward design” approach, teachers ensure that their curriculum leads to mastery of learning objectives and specific state standards for all students. As a result, we GCS students will culminate as competent learners, prepared for a rigorous high school curriculum.

Constructivist teaching methodologies help students understand the way they learn best. Beyond mastering specific skills and facts, students at GCS learn how to learn. Student learning at GCS is structured in the context of real-world scenarios with meaningful context for the individual learners. Students make choices and seek answers to their own questions in the context of teacher-planned lessons with clearly defined learning objectives, seeing the relevance and applications of their education
and their daily lives. Thus, well beyond the mastery of specific skills and knowledge, students at GCS will develop a *lifelong* ability to continue to learn.

Through differentiated, hands-on instruction and the joy of learning in the dance studio, classrooms and schoolyard, students come to believe that they *can* and *want to* achieve and they can experience the rewards and confidence that come with achievement. As students develop confidence in their own abilities they are approach learning enthusiastically, for their own benefit, fostering an authentic *self-motivation* to learn.

At GCS, we achieve these overarching objectives by meeting specific program goals:

- Provide a rigorous education that prepares students for higher education and encourages them to become productive members of their communities;
- Create meaningful learning experiences that extend intelligence beyond language and logic and allow students to discover their personal talents and appreciate the different talents in other children;
- Create multiple learning opportunities in academic and after-school activities;
- Raise the level of reading and math performance across all grade levels;
- Instill an awareness in students of the importance of personal responsibility with regard to school behavior, teamwork and respect for others, as well as goal-setting and reflection;
- Incorporate a variety of instructional strategies that are explicitly connected to learning styles and strengths;
- Teach study skills to support students in becoming independent and responsible at an early age;
- Incorporate technology as a tool for composing, conducting research and analyzing data;
- Enable students to respond critically to a range of art mediums and to be able to express themselves through arts performance; and
- Promote a comprehensive school health and physical education program that develops healthy minds and bodies among the school community.

These combined goals enable all students to become self-motivated, competent and lifelong learners by providing a solid foundation in academic and emotional intelligence from which students can build as they graduate from GCS. Our holistic approach to education with its emphasis on the performing arts extends beyond school walls, increasing students’ awareness of the importance of lifestyle choices, personal responsibility, respect, critical thinking and appreciation for differences.

C. INSTRUCTIONAL TIME AT GCS

1. A “Typical Day” and Sample Daily Schedule

Gabriella Charter School will offer a rigorous standards-based academic program that systematically develops the organization, strong study habits, and critical thinking that serve students as the foundation for a college preparatory education. Textbooks aligned with the California State standards and frameworks are complemented by a strong, unified Writer’s Workshop program, the use of manipulatives and project-oriented learning, adherence to multi-intelligence presentation, integration of computer technology, active discussion, oral presentations, independent reinforcement and
extension of class instruction (nightly homework, including the daily reading requirement) and inclusion of arts education through dance, visual arts and music instruction.

GCS will employ strategies and specific curriculum plans that have been successful designed and refine strategies to push for continuous improvement. Faculty will utilize articulated curriculum guidelines and subject area pacing plans that include the notation of standards to be covered. Weekly lesson plans will have clear objectives, measurable outcomes and utilize a range of strategies and groupings. Working with a majority English language learner population, teachers will provide opportunities for structured oral expression throughout all subject areas. Teachers will challenge students individually with questions that vary in complexity and vocabulary, depending on achievement level and English language proficiency. Partner sharing, talk time and group projects are additional strategies that encourage conversation. Additionally, students will lead morning class meetings, prepare oral reports and participate in plays, poetry reading and music presentations at weekly grade-level meetings, Friday assemblies (K-5) or Thursday Community Circles (6-8).

Opportunities to participate in dance, visual arts, music and interactive computer games will promote student engagement in learning. Together, classroom teachers and arts teachers will set high expectations for students in the classroom and studios: attentiveness, task orientation, active participation, respect for others, and appreciation for talents and different learning styles.

a. A Day in the Life of GCS Students

Early each school morning, parents of Gabriella Charter School students are not surprised to find their sons and daughters ready to go to school. Students wear with pride their navy blue GCS shirt and khaki pants, and check to make sure their dance uniform is hidden underneath. As they pack their things for the day, students make sure they have their “quality homework” assignments with them and middle grade students pack their Gabriella binders, neatly organized by subject, pausing to flip to the weekly agenda, which outlines the homework, objectives and major deadlines. Parents sign the daily homework check sheet, and make sure their children have correctly logged their reading time in their reading journals before taking them to school.

At 7:15 a.m., the doors of the school open and staff are waiting to welcome our students. Students happily greet their friends and faculty members by name, with many students walking arm in arm with their younger siblings. Volunteer parents serve a healthy breakfast to students as others play in the schoolyard.

Shortly before 8:00 a.m., older students help to arrange younger peers in their lines, while middle grades students form lines in their class groups, independent reading books in hand. Middle grades student groups are named after their teachers’ university alma mater, a way of consistently reminding students of their utmost purpose at Gabriella Charter School.

From the start of the day at 8:00 a.m. to the end of school at 3:30 p.m., Gabriella’s dance studios are hubs of excitement and concentration. In one day, an observer might see 7th graders begin class at the ballet barre exploring pliés, tendus and battements before learning how to execute a chainé turn properly, third grade tappers learn the “shim sham,” fifth graders choreographing their own pieces, second graders studying facial expressions in theater dance, kindergarten students engaged in creative movement, sixth graders preparing for a quarterly “dance publishing” party and fourth graders receiving modern dance instruction. Accomplished and highly trained professional dancers teach all of these
classes. There is almost non-stop dance instruction at Gabriella --- there are ninety-two classes of dance instruction every school week of the year.

Walking from class to class, a visitor will notice that there is a school culture and latent structure system in each classroom that upholds and supports high expectations. All classrooms include signs that reinforce the school's values, a board that states the nightly homework for each subject, and a common blackboard configuration that includes an AIM for the lesson, an objective, and an agenda. Instruction often follows the "I do, we do, you do" approach, incorporating engaging strategies, opportunities for guided practice, and teachers differentiate the curriculum for advanced and “not yet” students and re-teach and provide alternative ways to access content. Drawing from Doug Lamov's *Teach Like a Champion* teaching strategies resource, all teachers expect one hundred percent student participation, and use devices and systems incorporated school-wide, such SLANT (Sit up, Listen, Ask Questions, Nod, Track), to keep students engaged and motivated. Transitions are “tight” and smooth so as to maximize efficiency. In addition to small group instruction led by teachers, instructional aides provide individual and small group support one and a half hours a day.

Most of the elementary grade classes begin each day with instruction in English language arts, social studies and math, followed in the afternoons with science, dance, technology and weekly classes in music and visual arts. Rather than rows of desks and students all working on the same exact worksheet at once, at Gabriella, learning is far more active, with a combination of centers for group work and individual workstations that encourage questioning, experimentation, collaboration and student-teacher interaction. In a first grade class, for example, an observer might see a small group of English Learners working with an Instructional Aide on grammar mechanics, a group of advanced readers working in pairs to “report” on the books they have just read to their pair partner, the teacher working with another small group having each child take turns reading aloud, and a community volunteer working one-on-one with a child who is struggling to read, providing much-needed encouragement, individual attention, and specific skill reinforcement. Throughout the curriculum, teachers emphasize depth of understanding and authentic learning situations for all students by differentiating the curriculum and assessments for advanced students and re-teaching and providing alternative strategies to students who are challenged by the material.

At all levels of GCS, students choose “just right” books from their classroom libraries to read throughout the day and at home (15 minutes daily for grades K-1 and at least 30 minutes daily for grades 2-8, all recorded on daily reading logs signed by parents). This strong emphasis on literacy follows students during their years at GCS, as students read, write, listen, and speak throughout the day in every content area. Conversations about books pepper students’ interactions throughout the day.

In the middle grade level, the day begins with teachers greeting their homeroom classes and taking roll before students walk to their first class of the day – Advisory. In Advisory, middle grade students focus on organizational skills, character development, college prep, and life skills to develop organizational skills and character traits that will allow for success at premiere secondary schools. Every week, students set and reflect on short-term and long-term goals, both personal and academic, that drive their choices. An observer may overhear one student reminding another to “save the marshmallow,” or to delay short-term gratification for long-term success. During Advisory, students may role-play scenarios related to the GCS Values (Flexibility, Creativity, Integrity, Compassion, and Resilience). “DTRT,” or “do the right thing when no one is watching” is one of the first phrases students will learn and practice, eventually reminding their teammates when they are off-task or need support.
During a two-hour Humanities block students analyze literary and expository texts related to Ancient, Medieval, and U.S. history. Cornell Notes are used throughout this time, supporting students’ ability to ask varying levels of questions and summarize their learning. Writer’s Workshop at this level focuses on structure, genre-based writing, mechanics, revision, and timed response to writing prompts.

Middle grades students’ science and math classes integrate core content, inquiry-based learning, and an emphasis on multiple structured opportunities to practice, authentic work and lab-based experimentation. When students are initially learning a concept, they might be asking and answering questions with their teammates in cooperative groups. Once they are ready to integrate knowledge, you would observe students engaging with a wide array of problems around a core idea. GCS math scholars continuously receive spaced practice or spiraling to ensure long-term retention and transfer of knowledge. Throughout their core content classes, students may participate in debate-like Socratic Seminars, and continuously gather, revise, and reflect on writing in all content areas in their portfolios.

Before lunch, students engage in Reading Block – a half hour of homogeneous reading groups, sometimes guided by a teacher or instructional aide, and other times student-led. A visitor will notice on-grade level students discussing books they and their peers have selected through reciprocal reading or literature circle structures. Students reading below grade level receive more intensive instruction and practice with reading comprehension and word study strategies while reading books on their instructional level.

On Thursdays, students gather before lunch either as an entire middle school or as grade levels for a student government-led Community Circle. During this time, students present what they have learned through small skits and verbal reflection. Students honor one another with awards, and teachers and students to publicly state student successes they have observed. Once a month, students who have met or exceeded the GCS Character Standards (outlined in Appendix A) participate in an “incentive” event, where they engage in a fun activity such as a dodge ball game, water games, a movie, or dance.

In addition to these classes, middle grades students take classes in technology (6th / 8th), health (7th grade), art and P.E.

Visitors notice that students are given ample opportunity to engage in fun activities and develop interests outside of academics. Structured recess on a daily basis gives students a chance to participate in supervised activities such as kickball, handball, and volleyball. Although classes end at 3:30 pm every day with the exception of Thursday, when it ends at 1:30pm, many students participate in an after school program where they receive homework assistance, a healthy snack, and participate in enrichment and sports activities. A number of GCS students elect to take additional dance classes through everybody dance! Based on established criteria, those students who exhibit discipline and talent in GCS dance classes will be invited to join the more advanced classes outside of school hours and will be considered for participation in the school’s performing ensemble—GCS Company Kids, which meets weekly for additional higher-level dance training and represents the school at community events and performs at school assemblies.

b. Sample Daily Schedules

GCS will operate on a traditional calendar of 183 instructional days. Classes will begin at 8:00 am and end at 3:30 pm for all students, including kindergarten. GCS also offers an after school program from dismissal until 6:06 pm, where students are provided homework assistance, indoor and outdoor games,
and art activities. On Thursday, classes begin at 8:00 am and end at 1:30 pm in order to allow teachers two hours of professional development. During this time, teachers focus on data analysis, receive training in instructional strategies and content, plan thematic units, collaborate with dance instructors to reinforce academic concepts and plan interventions. (See Element 2.H, below for more details on Professional Development and planning time.)

As reading is the cornerstone of all school-based learning, Language Arts instruction is allocated the most time in all grade levels. Instruction is balanced and comprehensive and includes direct teaching of phonemic awareness and phonics in the primary grades as well as an abundance of rich and varied literature and writing practice. In the upper grades, GCS teachers work strategically to identify key reading comprehension, writing, and listening/speaking standards that need to be reinforced in all subject areas. Teachers routinely work with their grade level partners to integrate overall instruction and reinforce skills taught across the curriculum. In addition, GCS teachers work together to share periodic assessments of student progress and data from those assessments, then to develop intervention plans for groups of students or individual students in need of additional support or guided practice.

Mathematical literacy is also a key focus of the curriculum. In order to effectively prepare students for the challenges of secondary algebra, rigorous standards-based instruction in math occurs daily in elementary grades.

The following tables present sample daily schedules. Our final schedules will be determined based on certain contingencies such as the specific configuration of our school facility.

**Sample K-2 Daily Schedule, Regular Day**

**2nd Grade Schedule (Mon/Tues/Wed)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>15</td>
<td>Homeroom / Morning Meeting</td>
<td>Homeroom / Morning Meeting</td>
</tr>
<tr>
<td>8:15 – 9:00</td>
<td>45</td>
<td>Writers Workshop</td>
<td>Writers Workshop</td>
</tr>
<tr>
<td>9:00 – 10:15</td>
<td>75</td>
<td>Readers Workshop &amp; ELD</td>
<td>Math / Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday: History / Social Science</td>
<td>Monday: History / Social Science</td>
</tr>
<tr>
<td>10:15 – 10:30</td>
<td>30</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>60</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>30</td>
<td>Readers Workshop &amp; ELD</td>
<td>Math / Science</td>
</tr>
<tr>
<td>12:00 – 12:35</td>
<td>15</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:35 – 2:20</td>
<td>105</td>
<td>Math / Science</td>
<td>Readers Workshop &amp; ELD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday: History / Social Science</td>
<td>Monday: History / Social Science</td>
</tr>
<tr>
<td>2:20 – 2:45</td>
<td>25</td>
<td>Read Aloud / Community / Pack up</td>
<td>Read Aloud / Community / Pack up</td>
</tr>
<tr>
<td>2:45 – 3:30</td>
<td>45</td>
<td>Monday: Art</td>
<td>Monday: Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday / Wednesday: ST Math</td>
<td>Tuesday / Wednesday: ST Math</td>
</tr>
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</table>

**2nd Grade Schedule (Friday)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>15</td>
<td>Homeroom / Morning Meeting</td>
<td>Homeroom / Morning Meeting</td>
</tr>
<tr>
<td>8:15 – 9:00</td>
<td>45</td>
<td>Writers Workshop</td>
<td>Writers Workshop</td>
</tr>
<tr>
<td>9:00 – 10:15</td>
<td>75</td>
<td>Readers Workshop &amp; ELD</td>
<td>Math / Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday: History / Social Science</td>
<td>Monday: History / Social Science</td>
</tr>
<tr>
<td>10:15 – 10:30</td>
<td>30</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:30 – 11:30</td>
<td>60</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>30</td>
<td>Readers Workshop &amp; ELD</td>
<td>Math / Science</td>
</tr>
<tr>
<td>12:00 – 12:35</td>
<td>15</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:35 – 2:20</td>
<td>105</td>
<td>Math / Science</td>
<td>Readers Workshop &amp; ELD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday: History / Social Science</td>
<td>Monday: History / Social Science</td>
</tr>
<tr>
<td>2:20 – 2:45</td>
<td>25</td>
<td>Read Aloud / Community / Pack up</td>
<td>Read Aloud / Community / Pack up</td>
</tr>
<tr>
<td>2:45 – 3:30</td>
<td>45</td>
<td>Monday: Art</td>
<td>Monday: Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday / Wednesday: ST Math</td>
<td>Tuesday / Wednesday: ST Math</td>
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</table>
### Sample K-2 Daily Schedule, Shortened Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>15</td>
<td>Homeroom / Morning Meeting</td>
<td>Homeroom / Morning Meeting</td>
</tr>
<tr>
<td>8:15 – 9:30</td>
<td>75</td>
<td>Readers Workshop &amp; ELD</td>
<td>Math / Science</td>
</tr>
<tr>
<td>9:30 – 10:15</td>
<td>60</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>10:15 – 10:30</td>
<td>20</td>
<td>Readers Workshop &amp; ELD</td>
<td>Math / Science</td>
</tr>
<tr>
<td>10:30 – 12:00</td>
<td>20</td>
<td>Readers Workshop &amp; ELD</td>
<td>Math / Science</td>
</tr>
<tr>
<td>12:00 – 12:35</td>
<td>20</td>
<td>Math / Science</td>
<td>Readers Workshop &amp; ELD</td>
</tr>
<tr>
<td>12:35 – 1:00</td>
<td>25</td>
<td>Read Aloud / Community / Pack up</td>
<td>Read Aloud / Community / Pack up</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>30</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

### Sample 5-5 Daily Schedule, Regular Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:15</td>
<td>15</td>
<td>Morning Routine</td>
<td>Morning Routine</td>
</tr>
<tr>
<td>8:15 – 8:45</td>
<td>30</td>
<td>Math</td>
<td>ELA &amp; ELD</td>
</tr>
<tr>
<td>8:45 – 9:30</td>
<td>45</td>
<td>Art</td>
<td>Music</td>
</tr>
<tr>
<td>9:30 – 10:30</td>
<td>60</td>
<td>Math / Science</td>
<td>ELA &amp; ELD</td>
</tr>
</tbody>
</table>
5th Grade Schedule (Tuesday / Wednesday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:20</td>
<td>15</td>
<td>Morning Routine</td>
<td>Morning Routine</td>
</tr>
<tr>
<td>8:20 – 10:30</td>
<td>145</td>
<td>Math / Science</td>
<td>ELA &amp; ELD</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td></td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td>45</td>
<td>Tuesday: Physical Education Wednesday: Reading Block</td>
<td>Tuesday: Reading Block Wednesday: Physical Education</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td>60</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>12:30 – 1:05</td>
<td>35</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:05 – 3:25</td>
<td>145</td>
<td>ELA &amp; ELD</td>
<td>Math / Science</td>
</tr>
<tr>
<td>3:25 – 3:30</td>
<td></td>
<td>Afternoon Routine / Dismissal</td>
<td>Afternoon Routine / Dismissal</td>
</tr>
</tbody>
</table>

5th Grade Schedule (Friday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>30</td>
<td>School Meeting</td>
<td>School Meeting</td>
</tr>
<tr>
<td>8:30 – 8:45</td>
<td>15</td>
<td>Morning Routine</td>
<td>Morning Routine</td>
</tr>
<tr>
<td>8:45 – 9:30</td>
<td>45</td>
<td>Music</td>
<td>Art</td>
</tr>
<tr>
<td>9:30 – 10:30</td>
<td>60</td>
<td>Math / Science</td>
<td>ELA &amp; ELD</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td></td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td>45</td>
<td>Reading Block</td>
<td>Reading Block</td>
</tr>
<tr>
<td>11:30 – 12:30</td>
<td>60</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>12:30 – 1:05</td>
<td>35</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:05 – 1:25</td>
<td>20</td>
<td>Math / Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td>1:25 – 3:20</td>
<td>85</td>
<td>ELA &amp; ELD</td>
<td>Math / Science</td>
</tr>
</tbody>
</table>
3:20 – 3:30  10  Afternoon Routine / Dismissal  Afternoon Routine / Dismissal

Sample 3-5 Daily Schedule, Shortened Day

### 5th Grade Schedule (Thursday)

<table>
<thead>
<tr>
<th>Time</th>
<th>Minutes</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45</td>
<td>45</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>8:45 – 10:30</td>
<td>105</td>
<td>ELA &amp; ELD</td>
<td>Math / Science, History / Social Science</td>
</tr>
<tr>
<td>10:30 – 10:45</td>
<td></td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>10:45 – 12:30</td>
<td>105</td>
<td>Math / Science, History / Social Science</td>
<td>ELA &amp; ELD</td>
</tr>
<tr>
<td>12:30 – 1:05</td>
<td>35</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:05 – 1:25</td>
<td>20</td>
<td>Math / Science</td>
<td>ELA &amp; ELD</td>
</tr>
<tr>
<td>1:25 – 1:30</td>
<td>5</td>
<td>Afternoon Routine / Dismissal</td>
<td>Afternoon Routine / Dismissal</td>
</tr>
</tbody>
</table>

**Scheduling:**
In middle grades, GCS students will receive one core blocks of 120 minutes integrated instruction in language arts and social sciences (Humanities course). Students will also have 60 minutes of math instruction and 60 minutes of science instruction. The rigor of the math and science content in the middle grades demands that both are taught as discrete subjects; however the back-to-back scheduling of these two subjects will allow teachers to design, when applicable, projects that integrate math and science standards. When possible, we will group the math and science courses together to allow for flexible scheduling (e.g., extending the science period one day to allow for a longer lab). Math and science teachers will employ planning time, during weekly grade level/subject area meetings, to identify potential opportunities for math/science integration and to coordinate the sequence of skills taught (e.g. teaching a mathematics concept in the math period prior to using it in a formula in science).

The length of these instructional blocks will allow teachers the time and flexibility to employ many different strategies and groupings and effectively implement the strategies for differentiated instruction and instruction targeted for English language learners outlined throughout this petition. The grouping of subjects will also allow students to see the connections between subject areas and the practical applications of new knowledge by using, for example, a new math skill to predict an outcome of a scientific experiment or a new reading comprehension skill to understand a primary source in social studies.

An integrated curriculum helps students apply skills, provides students with multiple perspectives with which to build an integrated knowledge base, and encourages depth and breadth in learning. Studies have shown that students in school with integrated curriculum – e.g., writing in science, math concepts in art, etc. – experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school. (Aschbacher, 1991; Levitan, 1991, Willett, 1992.) These findings apply equally to schools with high poverty populations. (Mertens and Flowers, 2003.)
Advisory: It is well documented that coordinated instruction in life and study skills, character education, goal-setting, and college preparation are imperatives in schools that successfully increase the academic achievement of at-risk youth. To that end, the National Association of Secondary School Principals (2006) identified advisory as a cornerstone of a successful academic program in middle school, arguing for the implementation of a consistent, comprehensive curriculum that ensures that “each student has frequent and meaningful opportunities to meet with an adult to plan and assess the student’s academic, personal, and social development” (NASSP, 2006). Implementing programs such as AVID, a college prep and tutoring program implemented in school districts across the country, have resulted in high levels of college attendance and high college GPAs among participants (Guthrie & Guthrie, 2000). Citizen Schools, an after school program operating in urban middle schools nationwide, has also demonstrated academic gains among high-risk middle school students (Pearson, Vile, and Reisner, 2008). For many disadvantaged students whose parents did not attend college or graduate high school, developing critical life habits and study skills at an early age is arguably just as important as ensuring a student masters a particular academic objective. As such, advisory plays a crucial role in building student confidence, establishing positive peer and adult relationships, and enforcing the concept of college as a realistic goal.

To promote both academic and personal success in the middle grades, students participate in a 27-minute advisory period four days each week in their homeroom class. This period has several benefits: it allows each cohort of students to form a close relationship with one teacher at their grade level, it provides parents one main point of contact to discuss their child’s progress, and it establishes a setting in which to implement an advisory curriculum. The goal of the advisory curriculum is to advance the program goals of GCS and to promote health standards as indicated in the California Health Framework, including:

1) Learning how to access valid information about their development;
2) Developing appropriate interpersonal communication skills to use with both adults and peers;
3) Applying decision-making processes to developmental choices; and
4) Setting and working toward SMART goals for both academic and interpersonal aspirations.

More detailed information regarding the GCS advisory program, including expected outcomes and timelines, may be found in Element 1, Section D.2.

### 6th Grade Schedule, Regular Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:27</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:30 – 9:27</td>
<td>6th Grade Humanities (Language Arts/World History-Ancient Times)</td>
<td>6th Grade Math</td>
</tr>
<tr>
<td>9:30 – 9:43</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>9:45 – 10:27</td>
<td>Technology (1st Sem.) / Art (2nd Sem.)</td>
<td>Art (1st Sem.) / Technology (2nd Sem.)</td>
</tr>
<tr>
<td>10:30 – 11:27</td>
<td>6th Grade Humanities (Language Arts/World History-Ancient Times)</td>
<td>6th Grade Science (Earth Science)</td>
</tr>
<tr>
<td>11:30 – 11:57</td>
<td>Reading Block</td>
<td>Reading Block</td>
</tr>
<tr>
<td>12:00 – 12:27</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 – 1:27</td>
<td>6th Grade Math</td>
<td>6th Grade Humanities (Language Arts/World History-Ancient Times)</td>
</tr>
<tr>
<td>Time</td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>1:30 – 2:27</td>
<td>6th Grade Science (Earth Science)</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
</tr>
<tr>
<td>2:30 – 3:27</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
</tr>
</tbody>
</table>

### 6th Grade Thursday Early Release Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:42</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>8:45 – 10:12</td>
<td>6th Grade Humanities (Language Arts / World History-Ancient Times)</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
</tr>
<tr>
<td>10:15 – 10:57</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
<td>6th Grade Science (Earth Science)</td>
</tr>
<tr>
<td>11:00 – 11:42</td>
<td>6th Grade Math</td>
<td>6th Grade Humanities (Language Arts / World History-Ancient Times)</td>
</tr>
<tr>
<td>11:45 – 12:27</td>
<td>6th Grade Science (Earth Science)</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 – 1:00</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
<td>Community Circle / Grade Level Meetings</td>
<td>Community Circle / Grade Level Meetings</td>
</tr>
</tbody>
</table>

### 7th Grade Schedule, Regular Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:27</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:30 – 9:27</td>
<td>Dance (Hip Hop, Contemporary, or Choreography)</td>
<td>Dance (Hip Hop, Contemporary, or Choreography)</td>
</tr>
<tr>
<td>9:30 – 9:43</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>9:45 – 11:42</td>
<td>7th Grade Humanities (Language Arts / World History-Medieval Times)</td>
<td>7th Grade Math</td>
</tr>
<tr>
<td>11:45 – 12:12</td>
<td>Reading Block</td>
<td>Reading Block</td>
</tr>
<tr>
<td>12:15 – 12:42</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45 – 1:27</td>
<td>Art (1st Sem.) / Health (2nd Sem.)</td>
<td>Health (1st Sem.) / Art (2nd Sem.)</td>
</tr>
<tr>
<td>1:30 – 2:27</td>
<td>7th Grade Math</td>
<td>7th Grade Humanities (Language Arts / World History-Medieval Times)</td>
</tr>
<tr>
<td>2:30 – 3:27</td>
<td>7th Grade Science (Life Science)</td>
<td></td>
</tr>
</tbody>
</table>

### 7th Grade Schedule, Early Release

<table>
<thead>
<tr>
<th>Time</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:42</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>8:45 – 9:27</td>
<td>7th Grade Humanities (Language-Arts / World History – Medieval Times)</td>
<td>7th Grade Science (Life Science)</td>
</tr>
<tr>
<td>9:30 – 10:12</td>
<td>7th Grade Math</td>
<td>7th Grade Humanities (Language-Arts / World History – Medieval Times)</td>
</tr>
<tr>
<td>10:15 – 10:57</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
<td>7th Grade Math</td>
</tr>
<tr>
<td>Time</td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>11:00 – 11:42</td>
<td>7th Grade Humanities (Language-Arts / World History – Medieval Times)</td>
<td>Dance (Modern, Contemporary, or Choreography)</td>
</tr>
<tr>
<td>11:45 – 12:13</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 – 12:57</td>
<td>7th Grade Science (Life Science)</td>
<td>7th Grade Humanities (Language-Arts / World History – Medieval Times)</td>
</tr>
<tr>
<td>1:00 – 1:30</td>
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</tr>
</tbody>
</table>

### 8th Grade Schedule, Regular Day

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<tbody>
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</tr>
<tr>
<td>8:30 – 9:27</td>
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<td>8th Grade Math (Algebra)</td>
</tr>
<tr>
<td>9:30 – 9:43</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>9:45 – 10:42</td>
<td>8th Grade Humanities (Language Arts/US History)</td>
<td>8th Grade Science (Physical Science)</td>
</tr>
<tr>
<td>10:45 – 11:27</td>
<td>Technology (1st Sem.) / Art (2nd Sem.)</td>
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</tr>
<tr>
<td>11:30 – 11:57</td>
<td>Reading Block</td>
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</tr>
<tr>
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<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 – 1:27</td>
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<td>8th Grade Humanities (Language Arts/US History)</td>
</tr>
<tr>
<td>1:30 – 2:27</td>
<td>Dance (Hip Hop, Contemporary, or Choreography)</td>
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</table>

2. **Academic Calendar**
The proposed 2012-13 GCS instructional calendar generally follows the LAUSD traditional school calendar and is based on 183 instructional days. The 2012-2013 School Year Calendar is included with our Parent-Student Handbook in Appendix C.

2013-14 Gabriella Charter School Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Planning / Preparation</td>
<td>August 5 – August 9</td>
</tr>
<tr>
<td>First Day of Instruction</td>
<td>August 19</td>
</tr>
<tr>
<td>Assessment Days</td>
<td>August 19 – 21 (Minimum Days)</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 2</td>
</tr>
<tr>
<td>Professional Development Day</td>
<td>October 7 (Pupil free day)</td>
</tr>
<tr>
<td>Veterans’ Day</td>
<td>November 11</td>
</tr>
<tr>
<td>Last Day of Trimester 1</td>
<td>November 13 (Minimum Day)</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>November 25-26 (Minimum Days)</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 28-29 (November 21, Minimum Day)</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 19 - January 3</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Birthday</td>
<td>January 20</td>
</tr>
<tr>
<td>Professional Development Day</td>
<td>February 7 (Pupil free day)</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>February 17</td>
</tr>
<tr>
<td>Last Day of Trimester 2</td>
<td>February 28 (Minimum Day)</td>
</tr>
<tr>
<td>Student-Led Parent Conferences</td>
<td>March 13-14 (Minimum Days)</td>
</tr>
<tr>
<td>Spring Break</td>
<td>April 14-18</td>
</tr>
<tr>
<td>Professional Development Day</td>
<td>April 7 (Pupil free day)</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 26</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>June 6 (Minimum Day)</td>
</tr>
<tr>
<td>Teacher Work Day</td>
<td>June 9 (Pupil free day)</td>
</tr>
</tbody>
</table>

3. GCS Greatly Exceeds The Minimum California Instructional Minutes

As part of the regular instructional day, classes in English Language Arts, Mathematics, Science, History-Social Science, and Visual and Performing Arts are taught by highly qualified teachers as defined by No Child Left Behind. Pursuant to Ed. Code 46201, GCS exceeds the minimum instructional minutes set forth in California Education Code § 47612.5. Students in grades K-5 receive approximately 66,955 instructional minutes each academic year, and students in grades 6-8 receive 67,815 minutes each academic year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>CA Required Minutes</th>
<th>GCS Program Minutes</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>36,000 annually</td>
<td>66,955 annually</td>
<td>+ 30,955 minutes</td>
</tr>
<tr>
<td>Grades 1-3</td>
<td>50,400 annually</td>
<td>66,955 annually</td>
<td>+ 49,665 minutes</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>54,000 annually</td>
<td>66,955 annually</td>
<td>+ 25,910 minutes</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>54,000 annually</td>
<td>67,815 annually</td>
<td>+ 40,585 minutes</td>
</tr>
<tr>
<td>Total Difference K-8 (over 9 year period)</td>
<td>457,200 minutes</td>
<td>604,315 minutes</td>
<td>+ 147,115 minutes</td>
</tr>
</tbody>
</table>
Over time, students who attend GCS from kindergarten through grade 8 will add **147,115 instructional minutes** above and beyond the minutes required by the state. Viewed differently, **GCS students will add more than two years of instruction** to their K-8 school years beyond the state’s requirements, simply by attending the regular school program.

**Regular Days** (8:00 a.m. to 3:30 p.m.) = 450 minutes total, minus non-instructional minutes for recess (15) and lunch (35 for grades K-5, 30 for grades 6-8);
- Grades K-5: 400 minutes x 136 Regular Days/year = 54,400 minutes
- Grades 6-8: 405 minutes x 136 Regular Days / year = 55,080 minutes

**Shortened Days** (8:00 a.m. to 1:30 p.m.) = 330 minutes total, minus non-instructional minutes for recess (15) and lunch (30);
- Grades K-5: 280 minutes x 36 Shortened Days/year = 10,080 minutes
- Grades 6-8: 285 minutes x 36 Shortened Days/year = 10,260 minutes

**Minimum Days** (8:00 a.m. to 12:30 p.m.) = 270 minutes total, minus non-instructional minutes for recess (15) and lunch (30) = 225 x 11 Minimum Days/year = 2,475 minutes

**Total Annual Minutes:**
- Grades K-5 – 66,955 minutes
- Grades 6-8 – 67,815 minutes

4. **Family Investment in Instructional Time**

It is important to note that in addition to offering an extended instructional day, GCS works diligently with each family to ensure that students attend school on time and without unnecessary absences. GCS has demonstrated an impressive 97% attendance rate over the past 4 years, an accomplishment we intend to continue in our renewal term.

Teachers remind students and their parents about the importance of consistent school attendance during classroom discussions, at Back to School night, and during parent conferences. When a concern regarding attendance or tardiness arises, teachers initially address the concern directly with the student’s parents or guardian. If a student displays a pattern of absences or tardiness that is not resolved by means of teacher communication, the school administration follows up with a conference. School administration determines whether follow up contact with the parent(s) or a Student Success Team meeting is the most appropriate next step to resolve the issue. Written communication from the school in the form of letters and progress reports also informs parents of positive as well as negative attendance patterns. Every effort is made on behalf of the school to ensure that children are at school every day for the duration of the school day when they are not ill or otherwise excused according to school policy.
D. THE GCS FRAMEWORK FOR INSTRUCTIONAL DESIGN IS ALIGNED WITH OUR TARGET POPULATION

1. Framework for Instructional Design

   a. State Standards

   The main academic goal of GCS is to enable its students to meet or exceed the California Academic Content Standards in all areas of instruction. To do this, GCS teachers accommodate the diverse learning styles and backgrounds of students. Our overarching goal is to ensure that all students master the state standards in the GCS core content areas of English language arts, mathematics, social studies, English language development, and science, and in visual and performing arts. The principal, instructional leaders, and teachers also closely examine national standards, particularly in the content areas of science and social studies, for inclusion within GCS’s curricular goals in order to provide a program that is comprehensive and rigorous. In addition, GCS will use and implement the state’s adopted Common Core State Standards (CCSS) within the curricular program at all grade levels as appropriate and/or required by the state. The GCS program will take advantage of the combined objectives and outcomes of state and national standards in order to provide a challenging program that is structured for high academic achievement and long-term success. The scope and sequence of academic standards at Gabriella Charter School may be modified to reflect changes to the CCSS.

   Throughout the learning process, we will also continue to develop each individual student’s confidence and potential through dance integration and other enrichment opportunities. GCS is committed to its core belief – demonstrated repeatedly at GCS – that all children can meet and exceed state standards when they are provided with a quality educational program, held to high expectations, and given individualized support in a nurturing environment.

   b. Teaching Methodologies

   In light of our mission, vision, and core values about what it means to be an educated person in the 21st century, combined with the available data about the demographics and needs of our community, the GCS instructional program will implement a standards-based curriculum grounded in research-based models of education that have proven successful at some of the leading local and national schools. Our overarching goal is to ensure that as each student masters the state standards across each discipline, we also develop each individual student’s confidence and potential to be a truly self-motivated learner.

   While the content of what we teach – following the state standards – will be no different than at any other public school in Los Angeles, our methods of instruction aim to recognize and support the individual talents and challenges of each student in ways that will help each individual student succeed. Our instructional methodologies are not new. Locally, other charter schools such as Synergy Charter Academy, Camino Nuevo Charter Academy, Celerity Schools and KIPP have shown that typically under-performing students residing in low income, inner city neighborhoods can reach rigorous academic benchmarks when high expectations are connected to quality teaching, access and engagement.

   For example, Camino Nuevo’s K-8 campuses (Harvard and Burlington) achieved an impressive 2011 API of 838, with a student population that is 99% Latino, 56% English Learner (EL) plus an additional
37% recently reclassified RFEP (formerly classified as EL), and 98% of students qualifying for Free or Reduced-Price Lunch (FRPL). Synergy Charter Academy had a 2011 API of 887, with a student population that is 93% Latino, 88% FRPL and 43% EL. Celerity’s four schools achieved impressive results: Celerity Dyad had an API of 884 (100% FRPL, 92% Latino, 54% EL), Celerity Troika 970 (74% FRPL, 69% Latino, 6% EL), Celerity Octavia 933 (97% FRPL, 89% Latino and 46% EL) and Celerity Nascent 866 (96% FRPL, 58% African American, 42% Latino and 10% EL). And KIPP Raices had an impressive API score of 963 in their first year of testing. These schools have shown striking academic improvements that mirror the achievements of Gabriella Charter School.

These are just a few examples of high-performing public elementary and middle schools employing the instructional methodologies that are used at GCS; these same methodologies have long been in favor in acclaimed private schools such as the UCLA Lab School, The Center for Early Education, Crossroads and many more throughout Los Angeles and beyond.

The following is a brief summary of the key instructional strategies that will continue to be implemented at GCS:

(1) **Constructivism**

Constructivism calls for the learning experience to be differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners. (Tomlinson, 1999.) This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O’Neil & Drillings, 1997; Freire, 1995.) Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to “construct” their own meaning. Each student’s existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences. Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the state standards. As the LAUSD Board-Adopted Superintendent’s Strategic Plan states, “We learn by being active, not passive, learners.”

Carol Tomlinson notes that culture plays an important role in how students learn. Identical learning environments and procedures do not work for all students. Tomlinson further asserts that student motivation increases when students can build on topics of interest, as “modifying instruction to draw on student interests is likely to result in greater student engagement, higher levels of intrinsic
motivation, higher student productivity, greater student autonomy, increased achievement, and an improved sense of self-competence.” (Tomlinson, 2003.)

Two key hallmarks of a constructivist education are actively employed at GCS: grouping and scaffolding. Grouping refers to the practice of assigning students into small heterogeneous groups or pairs to work collaboratively. This offers students opportunities to interact with and learn from other students on more complex tasks than they could engage in alone, provides immediate feedback, encourages them to explore their own and other students’ ideas, and helps develop communication and interpersonal skills. Through scaffolding, teachers promote cognitive growth by modeling the desired learning task and then gradually shifting responsibility to the student. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student’s zone of proximal development is, “problem-solving under adult guidance or in collaboration with more capable peers.” Teachers scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, questioning, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of the desired state standards and prerequisite skills.

These practices are both especially advantageous for less proficient English Learners and special education students by stimulating conversation, providing peer guidance, and increasing student confidence.

(2) Multiple Intelligence Theory

Our emphasis on Howard Gardner’s Multiple Intelligence (MI) theory embraces the notion that an educated person in the 21st century is one who has developed a broad range of skills and interests. Rather than notion that intelligence is a single, fixed measurement, Gardner famously posited that “human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which I call intelligences. All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination. . . . [I]ntelligences always work in concert, and any sophisticated adult role will involve a melding of several of them.” (Gardner, Multiple Intelligences: New Horizons, 2006.) Gardner identifies eight intelligences:

- **Linguistic intelligence** involves sensitivity to spoken and written language, including the ability to use language to accomplish certain goals; to listen perceptively and read critically; to learn languages; to express oneself persuasively or poetically.

- **Logical-mathematical intelligence** is most often associated with scientific and mathematical thinking: the ability to detect patterns, reason deductively and think logically, conceptually, and abstractly; the interest in experimentation, puzzles, investigations and cosmic questions.

- **Musical intelligence** involves the capacity to distinguish the whole realm of sound and, in particular, to discern, appreciate and apply the various aspects of music (pitch, rhythm, timbre and mood), both separately and holistically.

- **Bodily-kinesthetic intelligence** involves the ability to use one's body in highly differentiated and skilled ways – including in dance – for both goal-oriented and expressive purposes; the
capacity to exercise fine and gross motor control of one's body.

**Spatial intelligence** involves the ability to accurately perceive the visual world and to re-create, manipulate and modify aspects of one's perceptions, even in the absence of the relevant visual stimuli.

**Interpersonal intelligence** relates to the ability to work cooperatively and communicate, verbally and non-verbally, with other people; the insight to understand others’ intentions, motivations and desires; and the judgment to recognize the biases underlying sources of information.

**Intrapersonal intelligence** involves the ability to understand oneself; the motivation and focus to study independently; and the wisdom to reflect. “The first, and most important, ability you can develop in a flat world is the ability to ‘learn how to learn’ – to constantly absorb, and teach yourself. . . .” (Friedman),

**Naturalist intelligence** (added to Gardner’s theory in 1997) involves the ability to recognize, collect, analyze and classify plants, minerals, animals, flora, fauna and even cultural objects such as cars and sneakers. Those who excel in naturalist intelligence exhibit a greater sensitivity to nature and their place within it, the ability to nurture and grow things, and care for animals.

“[Multiple Intelligence] theory is an agent of cognitive equity: it enables a greater diversity of individuals to use their minds well. In turn, the theory is a democratizing tool: it facilitates the development and expression of ideas by those who might otherwise remain largely unheard in their communities or in the wider society.” (Kornhaber, 2009.)

MI theory does not merely ask teachers to harness student’s different strengths as a means to the ends of developing subject-specific growth. Instead, MI values the different intelligences as ends in of themselves to be nurtured and developed. This then relates back to the constructivist learning framework, which expects students to develop skills beyond the academic – valuing interpersonal relations, intrapersonal reflection, and multiple representations of knowledge and ideas. Teachers guide students to approach their “driving” questions using their preferred “intelligence(s)” and teachers also create learning experiences that present material in several ways. Similarly, students will be expected to present their knowledge and skills in multiple ways and to develop their different intelligences. While all students will be required to become proficient in the verbal and mathematical intelligences measured by standardized tests, and all students will be expected to meet the California standards in all subject areas, our multiple intelligence approach also will value the other intelligences as distinct from each other and supporting of each other.

(3) **Dance Integration**
Dance, a mentally and physically demanding art form, enables children to develop cognitive, perceptual and analytic abilities (Catterall, 2002). As outlined by the California State Frameworks for Visual and Performing Arts, dance allows students to extend their capacity for learning through the following intelligences: “kinesthetic, in moving; musical, in dancing to accompaniment; spatial, in designing movement patterns; logical-mathematical, in counting, phrasing, and sequencing; verbal, in giving and receiving instructions and feedback; intrapersonal, in sensing and using their own expressive potential; and interpersonal, in communicating and cooperating with others.”
The positive impact of the arts on learning has been widely documented in academic research examining a variety of arts education programs using qualitative and quantitative methodologies. Scholars agree that the arts have encouraged students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). James Catterall, in his analysis of the Department of Education’s NELS database of 25,000 students, found that students engaged in high level of arts participation, specifically those from low-income backgrounds, outperformed students not highly engaged in arts in multiple academic areas. Similarly, Shirley Brice Heath (2002), in a longitudinal study of after-school programs including those focused on the arts, found that students involved in these programs performed better in school and in their personal lives than students not involved in an arts program. For example, students in the arts groups were more able to form relationships among different experiences, view problems from different perspectives to work towards a solution, construct and organize ideas and meaningful units and focus over lengthier periods of time. Both of these studies suggest that when arts education is delivered in the classroom or after-school, it can nurture the development of cognitive skills through dynamic paths that stimulate learning in many areas.

When Gabriella Charter School opened in 2005 it was one of the first (and possibly only) public dance-themed schools in the nation, offering a rigorous dance education in which each student participates in an hour of dance instruction each day (45 minutes on shortened days). GCS will continue to employ these exemplary practices in its classical dance program that builds synergies between dance and core academic areas. Dance instruction at GCS is used to fuel students’ curiosity and love of learning across subject areas and to stimulate each child’s active participation in his/her own education.

Through daily dance classes and other activities, students make a serious commitment to the study of dance that fosters discipline, hard work, and habits of mind that help students well beyond the walls of the dance studio. In addition to regular performances, students are expected to practice and apply combinations of skills on an individual basis and in small groups. They are quizzed on vocabulary, anatomy, and their knowledge of dance history as it relates to subject matter they are studying. Together, classroom teachers and arts teachers set high expectations for students in the classroom and studios: attentiveness, task orientation, active participation, respect for others, and appreciation for talents and different learning styles. To be promoted to advanced levels, students must show marked improvement in ability and a commitment to dance.

According to the California Frameworks for Visual and Performing Arts, exposing students to a variety of dance experiences affords them opportunities to construct personal and cultural understandings and insights as well as to develop dance skills and knowledge. Older students enjoy perceiving the variety and subtlety of human movement expression and are called upon to use and develop imagination and discrimination in doing, forming, and responding to dance as a way to come to know themselves and their world. Some of the many skills and understandings to be fostered through dance experiences are imaginative thinking, exploring and discovering different

“Dance is the most immediate and accessible of the arts because it involves your own body. When you learn to move your body on a note of music, it’s exciting. You have taken control of your body and by learning to do that, you discover that you can take control of your life.”

- Jacques d’Amboise, former principal dancer of New York City Ballet and founder of the National Dance Institute, 1989.
possibilities in problem solving, recognizing connections, working both independently and cooperatively, creating responses which give form and meaning to experience, and appreciating the richness of human diversity. These skills and understandings will serve the students well in our changing and increasingly complex world.

Success in dance can encourage greater risk-taking in the classroom and increased commitment to academics. As a powerful artistic medium, dance can also benefit underachieving students. These children may be more likely to connect with the community in the dance class and identify links with other subjects that increase their interest in academics and school. Dance classes provide an alternate arena where children can excel and boost self-confidence and offer a kinesthetic experience that can enable breakthroughs in the classroom. Dance also provides an opportunity for students to recognize that there are multiple solutions to problems. English Learners stand to benefit academically and socially from all types of dance. Integration of language in dance classes serves as a catalyst for communication because it occurs through physical demonstration of concepts and repetition of activities. As an example, a visual improvisation involving simple shape elements can facilitate vocabulary expansion for English learners who can connect the physical representation of a shape to the words associated with it.

It is well documented that arts education helps develop analytical and critical thinking skills, elicits higher levels of classroom engagement, and triggers creativity, all of which leads to increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). High arts-involved students also watched fewer hours of TV, participated in more community service and reported less boredom in school. (Catterall, 2002.) Another study found that students exposed to arts education were better able to understand relationships among different experiences, view problems from different perspectives in order to work towards a solution, construct and organize ideas, and maintain focus over lengthier periods of time. (Brice Heath, 2002.)

A compendium of studies on arts education entitled “Critical Links” provides compelling support for the transfer of dance education to general learning. Consistent across seven studies was the finding that dance activities supported the development of fluency, originality and critical thinking skills (Deasey, 2002). Each of these attributes involves the ability to “turn ideas around and look at them from different angles” which is similar to how the body behaves in dance (p.16). Several studies within the report, whose purpose was to identify characteristics of effective arts learning programs, corroborate important findings:

1) Art reaches underrepresented students in multiple ways that are often missing from traditional academic settings;
2) Art acts as a conduit for changing classroom settings by breaking down figurative walls between classrooms and disciplines;
3) Art shifts the role of teachers to become facilitators of learning; and
4) Art offers new challenges and allows students to apply learning to real world situations.

“These studies demonstrate how involvement with the arts provides unparalleled opportunities for learning, enabling young people to reach for and attain higher levels of achievement.”
- Richard Riley, then-Secretary of the U.S. Department of Education.
Other education reform initiatives such as the Galef Institute’s *Different Ways of Knowing in the Classroom* have shown the positive outcomes of arts education. Based on the theory of multiple intelligences and an arts-infused curriculum, this program provides students multiple ways to demonstrate learning (including dance). A three-year evaluation commissioned by the UCLA Graduate School of Education (Catterall, 1995) of over 1,000 participating students in four schools across the United States showed that on nationally-normed tests, students participating in substantive school arts programs exceeded their non-participating counterparts in both vocabulary and comprehension.

In an evaluation of dance education on motivation, school performance and personal development of inner city youth, The Arts Connection Dance Program of New York City Public Schools determined through standardized test scores and other measures that young dancers improved standardized reading and math test scores, school attendance, responsibility, self-discipline, and – just as importantly – an understanding of delayed gratification and work ethic (Brooks Schmitz, 1990b).

Finally, the basic physical impact of the dance curriculum is significant, particularly in a disadvantaged community that is facing unprecedented health risks. The Centers for Disease Control reports some startling statistics:

- Childhood obesity has more than tripled in the past 30 years.
- The percentage of children aged 6–11 years in the United States who were obese increased from 7% in 1980 to nearly 20% in 2008. Similarly, the percentage of adolescents aged 12–19 years who were obese increased from 5% to 18% over the same period.
- In 2008, more than one third of children and adolescents were overweight or obese, the result of “caloric imbalance”—too few calories expended for the amount of calories consumed—and are affected by various genetic, behavioral, and environmental factors.
- Children and adolescents who are obese are likely to be obese as adults and are therefore more at risk for adult health problems such as heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis. ([http://www.cdc.gov/healthyyouth/obesity/facts.htm](http://www.cdc.gov/healthyyouth/obesity/facts.htm))

One recent comprehensive study reviewed 46,707 U.S. children ages 10 to 17 in 2003, and another 44,101 children in 2007. In 2007, 31.6% of children were overweight, and 16.4% were obese, and overall childhood obesity rates went up 10% between those years.

Researchers noted that odds of being overweight or obese increased relative to lower household income levels, less neighborhood access to parks and sidewalks, lower levels of physical activity, and more time spent watching TV or on the computer. Black and Latino children had higher rates of obesity and greater chances of being overweight than their non-Latino white counterparts, after researchers adjusted for socioeconomic and behavioral factors, and state of residence.”

(“A New Map of Childhood Obesity in the U.S.,” L.A. Times, May 3, 2010.)

The Los Angeles County Department of Public Health recently addressed the issue:

There are a multitude of health and economic consequences of obesity in children that continue to mount. Children who are obese are more likely to suffer from low self-esteem
and depression, and to develop diabetes and other chronic conditions such as asthma, high blood pressure, high cholesterol, orthopedic problems, live problems and breathing problems during sleep. It is estimated that children who are obese have a 70-80% chance of becoming obese adults. As these children begin to develop obesity-related diseases at younger and younger ages, the health and economic consequences, which are only beginning to be felt, will rise exponentially.

(http://publichealth.lacounty.gov/wwwfiles/ph/hae/epi/chr2-childhood_obesity.pdf)

Our dance curriculum attempts to increase individual student levels of physical fitness and build awareness of lifestyle choices (i.e. nutrition, body image) among students and their families. But most impactful, through dance, students are able to consciously make physical fitness a part of their lives. As they do so, they learn to accept, appreciate and value their bodies (Hanna, 1999).

(4) Backward Design Of Curriculum Materials

GCS faculty will collaboratively plan units of study with an emphasis on mastering the California State Standards, using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences.” There are three steps to this process:

- **Identify desired results:** Beginning with the CA State Standards, teachers determine a three-tiered hierarchical set of learning expectations:
  - Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
  - Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information?
  - Important knowledge and skills: What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they are guided by thinking about the extent to which the idea, topic or process:
- represents a ‘big idea’ having enduring value beyond the classroom;
- resides at the heart of the discipline, and is tied directly to state standards and standardized testing;
- requires “uncoverage” to the extent that parts of these concepts are difficult for students to understand; and
- offers potential for engaging students?

- **Aligning Assessments to the Desired Results:** Recognizing that teachers shape their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers at GCS assess throughout the unit of study using a variety of assessment methods including both formative and summative assessments. Methods include quizzes or tests aligned with the style students will encounter on standardized-assessments as well as more comprehensive or authentic checks for
understanding such as informal checks, student observation, 1:1 conferencing, performance tasks and projects. Teachers match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

c. Differentiating Instruction to Meet the Needs of All Learners: Once the learning expectations (knowledge, skills, and enduring understandings) have been identified, teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English language learners and students with special needs). Teachers write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

As teachers implement their lesson plans, they continuously assess their own efficacy and impact with individual students in the classroom utilizing specific formative data and analysis of sub-groups. Our instructional program is driven by student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers continuously look at student work and questions in order to inform, structure and refine their instructional practice. GCS ensures that all members of our faculty receive appropriate training, support, time and resources to develop their skills and engage fully in our processes.

(5) Family and Community Involvement
Family education and participation are essential components of student success. The ideas and skills a family brings to the school and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students’ success throughout their lives. According to A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002, a federally-funded research synthesis produced by the Southwest Educational Lab, multiple sources of evidence attest to the key role of parental involvement in supporting student achievement. Positive aspects of family and school partnerships include:

- Increased student attendance and higher aspirations
- Improvement in student attitude and behavior
- Improved parent and child communication; positive parent - teacher interaction
- Increased community support for schools
- Increased rate of homework completion
- Higher test scores and grades
- Fewer referrals and placements in special education
- Higher graduation rates
- Higher enrollment rates in post-secondary education
Overview of Program Strategies

One of the primary predictors of student success is parent involvement in the education of their children. GCS creates a school culture where parents and families are embraced as partners in the education of the child. Parents of GCS students are expected to be highly involved in their children’s education both at school and at home.

Student Commitment: Each school year, students are strongly encouraged to acknowledge the following responsibilities:

- I will come to school every day on time, ready to learn and prepared with all needed supplies.
- I will complete homework and projects to the best of my ability and submit them on time.
- I will seek out assistance if I am confused about new concepts or expectations.
- I will participate in setting goals for my own learning.
- I will wear a clean uniform to school everyday.
- I will obey the school’s rules.
- I will treat other students and adults with respect and consideration.
- I will avoid conflict with other students and ask for help if necessary to resolve differences.
- I will read outside of the classroom every day, a minimum of 15 minutes (K-1st) and 30 minutes (2nd - 8th).

Beyond this academic and behavioral commitment, students are expected to approach their dance studies diligently and put forth the same effort in the dance studio as they do in the classroom. Students understand that this discipline is part of the state content standards and that they will receive grades on their performance and ongoing feedback from their instructors.

Parent and Volunteer Involvement

Research shows that parent participation in classrooms increases their commitment to children’s education (Stern, 2003). GCS strongly believes that parent/guardian involvement is critical to the success of every student in the school. Each year during the new parent orientation, the uniqueness of the academic and dance programs are explained in detail to ensure the parents understand the academic program and the school’s expectations of its student and parent bodies. GCS utilizes a parent involvement policy that describes parents’ roles and responsibilities and opportunities to become engaged at the school. The contract encourages parents/guardians to:

- Work with the child at home with homework and projects, to the fullest extent possible.
- Maintain communication with the teacher and staff.
- Ensure that their child attends school consistently 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 Intervention, Summer School, Saturday classes, etc.), if the school deems it necessary.
- Attend at least two parent meetings during the school year.
- Volunteer at the school.

Families receive a trimester Support Card with feedback regarding progress with attendance, behavior/uniform, homework and volunteer hour completion.
Additionally, parents are encouraged to volunteer a minimum of 15 hours during the school year. In addition to volunteering in the classrooms, dance and art studios, parents participate in school activities, such as designing and sewing sets and costumes for dance recitals, building technology infrastructure, accompanying students to the public library, monitoring student drop-off, attending excursions, helping to maintain school grounds and serving meals. GCS schedules evening meetings and Saturday volunteer opportunities for working parents. Parent involvement on the campus reinforces parents’ connection to the school and makes their partnership visible to students.

During the 2010-11 and 2011-2012 school years, over 90% of parents at GCS contributed a minimum of 15 volunteer hours. Eight families exceeded 60 volunteer hours and one family volunteered 396 hours. In 2010-2011, parents collectively contributed a total of 7,473 hours to the school in 10-11. We expect to continue to meet and exceed our parent engagement goals in the coming five years.

GCS understands that, due to work and other commitments, many parents may not be able to volunteer during school hours. GCS works with these parents to ensure they are involved in their child(ren)’s education through alternatively scheduled meetings and volunteer opportunities on weekends or in the evenings.

In addition, a School Site Council, representing a diversity of backgrounds, serves as the representative body for determining the focus of the GCS academic program and all related categorical (e.g. Title I) resources. Room representatives (1-2 parents for each class) meet with parents serving on the School Site Council to create the GCS Parent Committee. The Parent Committee meets monthly to discuss ways parents can support the school and students. Their projects may include designing a plan to help create a safer traffic flow during morning drop off or planning a fundraiser to for a new poster machine. Room parents also provide peer support to parents who need additional guidance in supporting their child’s education.

Parents at GCS are kept abreast of their students’ progress on an ongoing basis during the year. Teachers play an integral part in building relationships with the families of their students through the creation of family nights, formal and informal conferences, provision of parent education and other forms of home communication. These include weekly folders with announcements, newsletters and information regarding educational and cultural events in the community, parent bulletin boards, homework and reading logs (which require parent signatures and include daily behavior charts) and regular phone contact regarding academic and emotional growth. For example, a teacher or administrator holds high school guidance sessions at the beginning of the year with each 8th grade family.

Parents and students receive three report cards a year upon the end of each trimester with grades that are aligned with grade level and ELD standards. Interim progress reports also are provided between the first and second trimester and the second and third trimester. Parents attend two parent-teacher conferences a year; GCS consistently has seen participation rates close to 100% every year. Teachers hold trimester grade level meetings where they instruct parents in strategies that support learning at home and accessing critical resources in the community. Every effort is made to provide translation services for meetings, conferences, home school communications and school events so that non-English speaking parents can fully access the program.

Strong home-school communication is valued by the staff and is implemented in a number of ways, including the following: monthly school newsletters, weekly classroom newsletters and homework
sheets, reading logs, behavioral notices, phone calls, e-mail, parent bulletin board, School Site Council, Parent Committee, and General Parent meetings, informal chats before and after school, report cards and comments, teacher-and student-led conferences, Student Success Team meetings, and IEP meetings.

GCS has utilized the LAUSD parent survey tool that measures the level of parent satisfaction with School staff and program. In the 2011 School Experience Survey, 100% of parents agreed or strongly agreed with the statement, “I feel welcome to participate at this school.” One hundred percent of parents also agreed or strongly agreed with the statement, “My child is safe on school grounds.”

Community-Based Partnerships
GCS has been very successful at recruiting community volunteers who bring to the school a wealth of resources, a strategy we intend to continue. Oriented to the mission and vision of the school, these volunteers provide academic intervention and organizational support.

The School’s dance performance group, GCS Company Kids, has performed at the 2009, 2010, 2011, and 2012 Echo Park Holiday Parade and at Farmers Markets events and is scheduled to do so again this year. In addition, formal partnerships have been established with the Los Angeles Free Clinic, El Centro Del Pueblo, and the Didi Hirsch Community Mental Health Center that provide students and parents with low-cost medical and counseling services. The Free Clinic also assists uninsured families by providing applications and instructions for Healthy Family Insurance, as well as referrals to health specialists and their dental clinic. GCS parents represent the school at the National Night Out in Echo Park every year and Tree People installed over 15 trees when GCS moved to our new campus. GCS also partnered with Los Angeles Leadership Academy to receive training from SPSG in emergency preparedness.

In addition, a Community Advisory Council composed of Echo Park leaders, including representatives from the offices of State and local elected officials as well as business and local non-profit leaders, was established in 2009. Members attend GCS events and receive periodic newsletters.

The local Echo Park public library offers story hours to students, provides books to teachers on topical issues, gets students involved in summer reading programs, and provides free access to computers and the Internet for parents. The local 826LA also offers writing programs and homework help. GCS students take regular field trips to visit this non-profit which is conveniently located two blocks from the school. Seventeen high school representatives partnered with GCS last year in a high school fair, and over twenty working professionals volunteered their time to rehearse for high school interviews with out 8th grade students on Mock Interview Day. Our first culminating class also heard from speakers or visited The Marlboro School, Harvard-Westlake, Groton boarding school, and Cathedral High School.

At GCS, a UCLA PhD student has provided 16 hours a week of reading tutoring as part of her research on reading interventions, one licensed clinical psychologist provide free onsite counseling services to students and parents, and student volunteers from Belmont High School, Centro Del Pueblo, Camino Nuevo Charter Academy, Bishop Conaty High School, Harvard-Westlake School and the University of Southern California provide individualized homework support in the After School Program and summer ISEE / SSAT prep classes. We are even beginning to see some of our recently culminated students returning to volunteer.
As our school deepens its roots in the Greater Elysian / Echo Park community, these relationships will be expanded and additional partnerships developed to benefit our students.

2. **Scope and Sequence of Skills to be Taught**

GCS teachers will continue to implement an academically challenging integrated K-8 curriculum that replicates the successful approach of GCS, incorporating state-adopted materials while focusing on the innovative instructional approaches detailed above. The educational program, including dance, is aligned to the CDE content standards, and will transition to and be aligned to the CCSS by 2014-2015. These standards and the accompanying learning outcomes in each subject area are communicated to students and parents. Teachers utilize ongoing informal and formal assessments that inform instruction, including school-wide standardized benchmark assessments that are required to be administered at designated intervals (see Elements 2 and 3, below). These assessments enable teachers to gauge mastery of standards and to drive differentiated instruction that includes re-teaching, strategic and intensive intervention and accelerated and extended activities for high achievers.

Teachers use articulated curriculum guidelines to develop, refine, and implement subject area pacing plans that include the notation of standards to be covered. Utilizing Backwards Design, weekly lesson plans have clear objectives, measurable outcomes and utilize a range of strategies and groupings. Working with a majority English Learner population, teachers ensure opportunities for structured oral expression throughout all subject areas. Teachers challenge students individually with questions that vary in complexity and vocabulary, depending on achievement level and English language proficiency. Partner sharing and group projects are additional strategies that encourage conversation. Additionally, students lead class meetings, prepare and deliver oral reports and participate in plays, poetry reading or music presentations at weekly assemblies.

The following details the curriculum and instructional methodologies that we plan to continue implementing successfully at Gabriella Charter School.

**ENGLISH LANGUAGE ARTS**

**ELEMENTARY GRADES, K-5:**

Literacy instruction is based on the Four-Block Literacy Framework, developed by Pat Cunningham and Dottie Hall. Building on this framework, GCS has developed a rich core curriculum and lessons based on state standards, which promote authentic language development in students – GCS will rely on this framework. On a daily basis, all students engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively.

**Reading:** Reading instruction incorporates four main components: Shared Reading, Guided Reading, Letter and Word Study and Independent Reading. Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the diverse needs of students. Students receive direct instruction, work with partners and small groups and engage in
independent work, all of which provide for multi-level learning. Teachers explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. Students in grades K-2 use the Houghton-Mifflin Reading series as the foundation of a standards-based literacy program that focuses on both fluency and comprehension. In 3rd, 4th, and 5th grades, students read heavily for content, and teachers utilize the Units of Study for Teaching Reading as a curriculum for teaching a robust Readers Workshop. In addition, teachers integrate reading instruction with social studies themes presented in the Houghton Mifflin Social Studies series. A key part of instruction is the use of leveled readers and books and novels from the CDE-recommended reading lists.

*Shared Reading:* Focusing on comprehension, teachers choose a text for a particular purpose, and then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts. During shared reading, teachers model the appropriate use of strategies by employing “think alouds” to allow students the chance to explicitly learn what is generally a more implicit process. Students are given the appropriate vocabulary to identify the strategies they are learning and using, and teachers reinforce and encourage students to share their thinking processes and articulate what strategies they are using. Teachers might also teach particular comprehension skills during shared reading by demonstrating the use of a specific graphic organizer such as a Story Map to teach sequencing or a Venn Diagram to compare and contrast.

*Guided Reading:* Teachers are able to target instruction based on the individual needs of students through guided reading. As a whole class, reading instruction might be focused on the reading strategy of asking questions. During guided reading time, the teacher chooses texts that provide opportunities to guide students in the use of this strategy based on the appropriate instructional levels of individual students. Students are all working on the same objective, but using different texts. At other times, reading groups might be working on different strategies, again based on need. Because students are more likely to reveal questions, tentative hypotheses, inferences and connections to past learning in small groups rather than in front of the whole class (Rhodes and Shanklin, 1993), teachers are able to regularly observe and assess the reading habits and progress of students. In the upper grades, in addition to guided reading, teachers employ literature circles and discussion groups. Both of these activities encourage student exploration of complex themes in text, enhance oral language and higher-level cognition, provide a chance for students to freely explore ideas, deepen students’ understanding of what they read, while creating more enthusiastic and engaged readers. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

*Letter and Word Study:* Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered “at risk” for academic failure (Report of the National Reading Panel, 2000). Therefore, Letter and Word Study in the primary grades (K-2) focuses primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Further, spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Dictation activities connect the process of
encoding to decoding, as students learn that sound/spelling knowledge allows them to read as well as communicate through writing. Primary grades also include high frequency word instruction to help students become fluent readers. By the end of 2\textsuperscript{nd} grade students are expected to have mastered 400 high frequency words taken from the Dolch Basic Sight Vocabulary and Fry’s Instant Words. Students chant, spell-out, visualize, hunt for and highlight these words in texts in addition to practicing them at home. Classroom word walls contribute to a print-rich environment, and word wall games and activities reinforce learning.

In grades K-5, letter and word study includes spelling instruction and targeted vocabulary development. Spelling instruction is based on a student’s developmental stage, as determined by administration of Words Their Way Qualitative Spelling Inventory. Spelling requires a higher level of precision than reading, so when teachers consider the developmental reading and spelling stages of a child, instructional strategies can be implemented which foster overall literacy development. Spelling lists are determined by students’ developmental levels, are grouped by pattern (sound, visual, or meaning) and are presented in a systematic sequence. Teachers then engage students in activities such as making words, word sorting (closed, blind, and speed), and word hunts which allow them to actively analyze and categorize words, thereby discovering spelling rules and generalizations. Students make personal word banks and sometimes keep word study notebooks to collect words for use in games and sorts. Again, this approach allows for multi-level instruction as students learn and participate in similar activities, but at their own level. Students spell and write using a variety of multi-sensory approaches, including magnetic letters, writing with their finger on sandpaper or on a peer’s back, chanting spellings, or using different colors to represent vowel patterns. Targeted vocabulary development at all levels is aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts occurs through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

Teachers use a variety of techniques to help students make connections between unfamiliar words with their own background knowledge. Techniques might include the categorizing and classifying of words (beginning with picture sorts in kindergarten), semantic mapping, possible sentences, solving analogies, and the use of word maps to visually represent definitions. Additionally, explicit instruction in word-learning strategies allows students to determine meanings of unfamiliar words encountered while reading. These strategies include teaching students to use dictionaries and other resource aids to deepen understanding of words, instruction in word structure as it relates to meaning (morphemes, affixes, roots) and directly teaching students to identify and use external clues to determine word meaning from context. Starting in the primary grades, teachers model these learning strategies as they read aloud, using picture and text clues to help students learn simple ways of applying context clues. As students get older, they learn and apply more sophisticated strategies such as identifying examples, restatements, and comparisons in order to clarify word meanings. Fourth and fifth graders apply knowledge of word origins and Greek and Latin roots, especially in content-area texts.

**Independent Reading:** During the Language Arts block, as well as during other times throughout the day, students have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum in grades K-5. Classroom libraries are stocked with high-interest books of various genres at a variety of levels. Teachers explicitly teach students how to select books appropriate to their level and interests. Often teachers create special book boxes or areas of the
room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students are given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read.

In addition, students at all grade levels (K-8) are required to read nightly and keep a reading log that is signed by their parents. This outside reading is rewarded with monthly reading parties where students celebrate their reading success and enjoyment with their teammates.

**Writing:** Hand in hand with the GCS reading program is a structured daily writing program that is implemented in grades K-5. The chief component of the writing program is the Writer’s Workshop, based on the work of Lucy Calkins and the Colleagues of the Reading and Writing Project. Writer’s Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

The Writer’s Workshop design consists of three components that occur daily: the Mini-lesson or direct instruction, independent writing time and share time. Mini-lessons can relate to craft (applications, content, or strategies), skills (conventions and editing) or procedures relating to workshop. These short, focused lessons are based on standards or elements of a particular genre and on the observed needs of the students. Mini-lessons follow the same basic structure school-wide: teachers provide a connection to previous learning; explicitly teach a strategy using modeling techniques; published literature and teacher and student writing; provide active engagement (often in the form of partner talk); and provide a link which sets the intention for students to apply the new strategy in their own work. During independent writing time, students choose writing topics, a strategy that helps develop personal investment in the writing process. They apply learning from mini-lessons, move themselves through the writing process and may engage in partner talk to help focus and develop ideas. Students understand the rituals and procedures of the workshop including how to access materials and information from around the room (charts, posters, model authors) and to organize their writers’ notebooks and folders. The teacher uses this time to take quick inventories of the class, confer formally and informally with students and track student progress on conference logs. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author’s Chair, pair-share, or popcorn around the room. During this time the teacher can also address listening and speaking standards, as students are expected to engage in “accountable talk.” Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author’s text to support comments and to provide specific feedback to help peers move forward.

The writing conference is an integral part of workshop. These frequent, on-going conferences allow teachers the opportunity to further provide personal, targeted instruction that equips all students with the necessary tools to develop their authorship. The teacher’s role is to understand where an individual writer is at a particular moment in time, to determine the goals/needs of that student along with an appropriate course of action and then to guide the student toward those goals. The teacher reinforces the child’s strengths and motivates the child to push himself/herself by applying
new learning. Teachers keep detailed conference notes in order to evaluate students’ progress and determine next steps for instruction. Additional support for students demonstrating difficulties might include scaffolding in the form of graphic organizers or sentence frames, more frequent meetings with the teacher or instructional aide and peer support in the form of a specific writing partner. Teachers might also allow students struggling to articulate their thoughts on paper to dictate their ideas to them in order to facilitate the writing process until students become more confident in their abilities.

The Personal Narrative genre is the starting point for all grade levels. Teachers use children’s literature and students’ own life experiences to provide models and prompts for storytelling. Other genres taught include Writing for a Purpose, Response to Literature, Expository Writing and Persuasive Writing. Students are given ample opportunities to generate ideas, pre-write, draft, revise and edit multiple pieces of writing and are expected to publish at least three pieces per genre. In addition to the work produced during workshop, writing prompts are used to prepare students to construct a coherent essay within a designated time period. Starting in grade 2, students complete writing prompts quarterly. Additionally, whenever possible, teachers provide chances for students to incorporate authentic writing within the content areas. In response to a weekly math problem, first graders must write a step-by-step summary of how they came to a solution. Third graders write pen-pal letters to peers in other states. Fourth grade students write summaries of current events they read about in the news in order to share interesting stories with their peers. Students learn that writing takes many forms and serves a variety of purposes.

The framework for teaching English Language conventions focuses on thinking processes rather than rote learning tasks. Mini-lessons target these standards within the context of Writer’s Workshop in order to present the often-abstract concepts in a more meaningful context. For example, a teacher might present a mini-lesson on parts of speech, focusing on adjectives after studying the works of Kevin Henkes, an author celebrated for his use of descriptive language. Students might reread passages from his texts in order to identify adjectives used, perform an adjective “scavenger hunt” around the room, add to a running list of “juicy” words posted in the classroom, while focusing on revising their personal narratives to include more descriptive words. Houghton-Mifflin Reading provides additional resources for teachers in grades K-3, and students in grades 4-5 use Houghton-Mifflin English to supplement instruction in the area of grammar and conventions.

**Speaking:** Speaking is very important to vocabulary and language development and contributes to social development. In all elementary classrooms, teachers provide students with multiple opportunities to explore oral communication. For example, students develop active and responsive listening skills through class and small group discussions and their leadership in math meetings when they act as the teacher by calling on their peers. They have opportunities to develop vocabulary and oral expression through singing, reciting poems, retelling stories and sharing feelings and thoughts about characters and stories. Classes take turns presenting and performing at weekly Friday Morning Meetings. Each teacher uses scaffolding strategies to help English Learners build confidence in communicating information and ideas. One way this is done is by giving students “scripts” using sentence frames that provide students with appropriate language structures. Additional structured speaking activities in class include Author’s Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students practice speaking clearly and using complete sentences during formal oral reports and presentations. For example, as part of a culminating project on the major pre-Columbian settlements, students choose a tribe to study and then create artifacts to teach others more about
their chosen tribe. Students then present their artifacts to other students in the school, answering questions about the significance and uses of their items. Teachers develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics provide students with an understanding of the components of effective speaking, enabling them to reflect on their own performance as well as learn from the presentations of their peers.

Each elementary classroom community discusses the need for respecting people’s feelings and for contributing to a safe learning environment where students can share ideas, make mistakes, and work in progress. When problems between students arise, the teacher discusses strategies for resolving conflicts and how some conflicts might be prevented. Classroom meetings, where students share concerns and appreciations for one another in a safe, structured way, help to facilitate this process.

**Listening:** Based on the ELA and ELD standards for listening, students are taught that active, effective listening is a habit to develop and the foundation of effective communication. In the classroom and the dance studio, students are taught how to focus their attention, avoid distractions, and use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer’s Workshop, writing dictated sentences and repeating rhythms through movement and clapping. In second grade, to address the standard that requires students to give and follow multi-step directions, teachers create projects that require partners to listen to each other’s directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students. To stretch student listening skills, teachers play a story-starter tape where sounds are sequenced as a writing-prompt for a story. Students employ the recorded sounds in the development of events and plot. Listening centers are available in every classroom with books on tape and follow-along text. Listening is also a strong component of the music program (see Visual and Performing Arts section).

**English Language Development (Grades K – 5)**

ELD instruction occurs primarily during the ELA block, and additionally in History Social-Science and Science. Students will receive targeted ELD instruction in Reading, Writing, Listening, and Speaking based on their ELD levels. ELD instruction is based on appropriate ELD standards for English learners’ grade level span (K-2; 3-5) and ELD level. Teachers use *The Map of Standards for English Learners, Grades K - 5* (WestEd, 2006), a resource that presents California’s ELD standards and ELA standards side-by-side and organized in a logical, pedagogical way. Teachers also design instruction that is 1) specific to the ELD levels of the students in their classrooms, and 2) integrates ELD and ELA standards and appropriate assessments.

Following are further details illustration literacy instruction at each grade level.

**Kindergarten:** During Kindergarten, children’s enjoyment of reading is developed while they learn strategies and skills to read independently. The reading program includes a strong phonics approach accompanied by a rich literature environment. Teachers use big books, picture books,
rhymes, songs and games to introduce an understanding of sound-letter relationships. The phonics curriculum is enhanced in dance through the Chicago-based Reading in Motion program that uses movement, music and chanting to kinesthetically reinforce letter and sound correspondence. Throughout the year, students work to develop phonemic awareness, letter names, sound-letter correspondences, decoding skills, high frequency vocabulary and comprehension. Through guided reading, the teacher helps students develop sequencing skills as they learn to identify the beginning, middle and end of stories. Teachers ask questions throughout a story to assist students in learning comprehension skills as they relate characters and plot to their own knowledge and experience.

In Kindergarten, the process of writing is naturally integrated with lessons that relate the sounds and letters that students speak. The teacher models the writing of individual letters with active participation by students. Students learn to write upper and lower case letters and begin to dictate stories that they can illustrate with drawings or cutout pictures. As they are individually ready, they begin, with help, to write their own stories or narratives. Many students begin to incorporate high-frequency words. Daily exercises from Houghton Mifflin Reading are used to introduce one letter concept each week. Houghton Mifflin uses exercises in phonemic awareness, rhyming words and grouping of similar words to help students sound out words they can use in their own stories. Students practice letter formation by writing and illustrating words that begin with each letter. Initial writing is related to student’s personal experience and to kindergarten language arts/social studies/science themes.

Students are introduced to the concept of being a writer/author through a daily Writer’s Workshop. Initially, Oral Storytelling is emphasized and students learn to tell their stories, with a beginning, middle and end, before putting pencil to paper. Students share their original picture books, dictated stories and then their own narratives. Teachers introduce mini-lessons—a model theme or mechanics lesson—before students write their stories. Initially some students tell whole stories from one picture they have written. This evolves into a series of pictures and then those with words and sentences. Students learn to take turns “reading” their stories and to give full attention to the student in the Author’s Chair. In Writer’s Workshop at all grade levels teachers have three specific opportunities for instruction: 1) the mini-lesson, 2) individual conferencing (more informal in grades K and 1), and 3) examples of student work that relate well to the mini-lesson objective.

First Grade: An important goal for the first grade is to excite students about reading and to give them both the skills and desire to become independent readers. First graders receive systematic instruction in phonics, while building upon the phonemic awareness activities begun in kindergarten. Students have daily practice with the sound-spelling patterns they have learned though blending, dictation, word building, word family work, and word sorts. Differentiated phonics instruction is provided through the use of an instructional aide to re-teach and scaffold students who struggle learning new phonics patterns and to teach more advanced patterns to students who are progressing quickly.

On a daily basis, students participate in shared reading of poems, chants, and stories, using both big books and multiple copies of texts. During shared reading time teachers model reading comprehension strategies such as making inferences and predictions as well as comprehension skills such as comparing and contrasting and identifying the main idea and details. ELL students benefit during shared reading from teacher and peer modeling of the language structures used for reading comprehension strategies and from teacher scaffolding of the text language through paraphrasing, vocabulary instruction, and visuals.
Another important aspect of the first grade reading curriculum is a daily reading workshop, during which students practice literacy skills in learning centers while the teacher gives guided reading instruction to homogeneous small groups of students. During guided reading, students have the opportunity to put into practice the decoding and comprehension strategies learned during other blocks of instruction under the close supervision of a teacher. Students also have a daily independent reading block during which they select books on their independent reading level. During this time, teachers perform individual assessments and conference individually with students, noting their use of decoding and comprehension strategies.

In first grade Writer’s Workshop, students explore the genres of personal and fictional narratives and descriptive pieces while working towards spelling short vowel and high frequency words correctly and writing in complete sentences with correct capitalization and ending punctuation. They are exposed to all stages of the writing process and can be expected to independently take a piece through the pre-writing and drafting processes. By the end of the year, students (with teacher assistance) have taken several pieces, including self-selected and assigned topics, through the writing process.

Spelling instruction in first grade includes word sorts, word building, word families, and strategies to learn the spelling of common irregular words (high frequency words taken from Dolch’s High Frequency Word List and teacher-generated word lists). First graders have a weekly spelling assessment in which they are asked to correctly spell memorized high frequency words and spell phonetically using sound-spelling patterns studied during the week. Students are encouraged to use both conventional and phonetic spelling in their independent writing. They are guided in incorporating newly learned patterns into their writing so that their spelling becomes more and more accurate over the course of the year.

Students receive instruction on grammar, punctuation, and capitalization both in traditional lessons and in mini-lessons as part of writer’s workshop. English Learners progress from using grammatical patterns orally to using them in their written work. With teacher support, students begin self-editing and peer editing for spelling, capitalization and punctuation.

Students learn the structure and elements of personal and fictional narratives and of descriptive pieces. Teachers use modeled, interactive, and shared writing to introduce students to each genre, moving students towards being able to produce each type of piece independently in response to a writing prompt. Students struggling with independent writing often have the opportunity to work one-on-one or in a small group with a teacher or instructional aide. These students may spend more time orally discussing a topic before writing, or may work on a piece of shared writing with an aide before attempting an individual piece.

Second Grade: Reading instruction in the second grade consists of a balanced literacy program that includes shared reading, guided reading, independent reading, and continued letter and word study. Literature consists of multicultural stories, interdisciplinary texts and classic children’s literature. Students learn comprehension skills such as identifying story elements, main idea and details, and cause and effect as well as how to compare and contrast. In addition, higher-order comprehension skills are emphasized during instruction in order to support students in making the transition from basic decoding and fluency skills into the skill set necessary for “reading to learn” in later grades; to this end, skills such as making predictions, inferring meaning, monitoring metacognitive processes,
making connections, and visualizing are a regular and explicitly taught part of literary analysis in the third grade classroom. Teachers address various strategies for reading and organizing information through Venn diagrams, webbing, and other graphic organizers that are then utilized in both teacher-directed homogeneous guided reading groups and self-selected reading. Students respond to what they read independently by applying strategies previously learned (creating a character weave, completing a story map) in Readers Notebooks, and also by engaging in a variety of Literary Response Analysis projects that take advantage of and encourage students’ ability to sustain silent reading stamina. For example, a literary element such as characterization is explored using an organizer-based project format that takes an in-depth look at character appearance, actions, and motivations based on evidence gathered from texts read in a small group, or from differentiated texts read at each student’s independent reading level.

Vocabulary development is expanded to include homonyms, synonyms, antonyms, and parts of speech such as nouns, action verbs, and adjectives. In addition to being introduced to consonant clusters, common abbreviations, and compound words, students work daily to master two hundred high frequency words. Using Words Their Way as a guiding diagnostic, students are grouped into four tracks, each receiving tailored instruction from a teacher, instructional aide, or community volunteers that span a range of scaffolded techniques from image sorts to word attack games. Furthermore, 2-3 Tier Two vocabulary words are acquired each week by use of a regular practice of applying context clues to decipher word meaning, which not only supports vocabulary acquisition, but also fosters students’ independent reading confidence and study skills. During daily language review, students identify these words, form complete sentences and practice applying grammar and punctuation rules. During daily Writer’s Workshop, students are provided topic-choice within a genre. Teachers conference with individual students to provide feedback on grammar and content, as students follow a variety of genres through the writing process. Students also edit and revise through peer conferencing. Students receive feedback and celebrate each other’s writing during Author’s Chair.

**Third Grade:** Reading instruction in the third grade follows a Readers Workshop model, and consists of word analysis skills, a variety of comprehension skills and strategies and literature analysis through core reading circles. In letter and word study students continue to strengthen their phonics and decoding skills, develop a stronger understanding of word parts and use context clues to determine the meaning of unknown words and understand text. Students read independently, in literature circles, in guided reading groups, and as a whole class, selections from the core literature in the CDE’s list of recommended readings for third grade and from books at their independent level. The teacher models comprehension and literary analysis skills that are practiced by the students in homogeneous guided reading groups. Heterogeneous literature circles are also used in order to allow students to explore texts of interest with peers, and individualized student-driven independent reading opportunities (as part of a Reader’s Choice structure) encourage students to develop critical thinking skills and an interest in reading, as well as increase silent reading stamina. Interactive read aloud time allows the teacher to model fluency and oral language skills, model thinking aloud, and exposes children to quality literature across the content areas. Reading for both pleasure and as a research tool, students continue to employ reading strategies that allow them to interpret and understand a variety of texts.

Daily Writer’s Workshop takes third grade students through the writing process while exposing them to a variety of writing genres. Students pre-write, draft, revise, edit, and publish a variety of texts such as personal narratives, persuasive compositions, opinions, informational texts, poetry,
friendly and formal letters, and descriptive paragraphs. Students write across the content areas and are assessed with rubrics. Skills and strategies such as grammar, spelling, topic and conclusion sentences and use of strong words are taught through whole class mini-lessons, both within and outside of the Writer’s Workshop structure, using grammar resources provided by Houghton-Mifflin, and as determined by student need. Regular shared and interactive writing opportunities allow teachers to model the writing process for students. Instruction is further individualized through one-on-one writing conferences and small-group guided writing lessons. During third grade, students are introduced to cursive handwriting using the D’Nealian approach.

**Fourth Grade**: Reading instruction focuses on expanding literacy across content areas by reading an increased variety of informational texts. Students continue to read grade level appropriate texts, including expository texts related to social-science content in guided reading groups. Here teachers individualize instruction by focusing on the particular comprehension strategies that a student needs to practice. During this time, teachers use direct modeling in the form of think-alouds, guide students in the appropriate use of graphic organizers to visually demonstrate thinking processes and give students feedback as they apply strategies and learn to engage in metacognition. Students make and confirm predictions based on their prior knowledge and clues from the text. They articulate their reasoning in small groups where they have opportunities to respond to each other, and apply skills to their own individual reading books selected at their independent reading levels.

Fourth grade students move into a more sophisticated analysis of literature, examining character traits and motivations to draw conclusions and make inferences. Teachers use a variety of techniques, including the use of Reader’s Theater and other activities designed to allow students opportunities to examine characters through different perspectives. Students become familiar with the differences in structure of various forms of literature, including fables, myths, legends, expository, and poetry. Literature Circles are used to encourage in-depth, student-directed discussion of literature. Students read independently daily and with younger reading partners throughout the year. To increase prosody, students reread familiar texts when appropriate.

Students learn and apply word origins, roots, affixes, derivations and idioms to decode and comprehend difficult passages. English Learners learn to interpret the meaning of common idioms in American Standard English through SDAIE techniques such as visuals or poetry; the Word Wall is used to categorize words and phrases according to their function, including prefixes, suffixes, Greek/Latin roots, synonyms, antonyms, idioms, and words with multiple meanings. Skills focus on the appropriate use of parts of speech, capitalization, punctuation, syntax and the correct spelling of high frequency words.

In Writer’s Workshop, fourth grade students learn to compose narratives, responses to literature, information reports and summaries. Students produce multi-paragraph essays, including an introduction, support and a conclusion. Teachers support student use of appropriate structure by modeling strategies using mini-lessons and systematic conferencing, which helps students see how the different parts fit together, and which allows the teacher to tailor instruction to meet individual student needs. Transition word lists and paragraph frames give further support to students in need of scaffolding. In addition to teacher-led conferencing, students edit each other’s writing through the process of peer revision. Students apply learning from Writer’s Workshop in the content areas whenever possible. For example, each student writes an informational report on a Spanish mission.

Gabriella Charter School Renewal Petition for a Five-Year Term (2013-2018)
**Fifth Grade:** In fifth grade, teachers advance vocabulary development and comprehension through authentic activities such as reading student periodicals (e.g. Time for Kids) and newspapers (e.g. Los Angeles Times), discussing current events and reciting poetry. Students also continue to develop their vocabulary through specific word instruction employing Greek and Latin roots, affixes, synonyms and antonyms. Students increase their knowledge of reference materials with regular use of thesauri, online search engines, maps, and atlases.

With the upper grades students, the discussion of more complex ideas (including theme and author’s purpose) drives structured literature circles. Another goal of these literature circles is to support students in eventually being able to direct and participate in more student-centered book clubs as they begin to make the transition into the more independent world of middle school. Students analyze the use of different literary devices. Students become more critical readers as they learn to evaluate works. Critical thinking skills are developed as students pretend to be characters, “debating” each other and take turns leading literature circles and book discussions. Teachers also facilitate reciprocal teaching to model use of comprehension strategies. Techniques to support student comprehension include note taking, highlighting, summarizing and locating information in text.

Students further develop writing for audience and purpose through Writer’s Workshop. Students compose five-paragraph essays with a clear sense of structure, audience, and purpose in a variety of genres. Students learn to write persuasive pieces and continue to improve the narrative and expository writing introduced at previous levels. Whenever possible, students write for a genuine purpose such as convincing the principal to change a school policy. Students also continue to improve the quality of their work through peer revision. English language conventions skills are reinforced through writing activities that use dialogue, poetry and literary devices. Students learn to evaluate and improve their own work through the use of rubrics that establish clear expectations.

To aid in extending their learning into more meaningful and community-centered interactions, and also to support the application of listening and speaking skills as well as social studies content, fifth grade students participate in a variety of projects. For example, in partnering with the non-profit Laughter For A Change to perform *Miracle in Philadelphia*, students have the opportunity to organize a musical play that will be performed for several different audiences, helping them to reach out to their communities and further explore the often difficult and abstract concept of the Constitutional Convention in manner that holds more impact for their understanding of the content, as well as providing authentic opportunities to explore listening and speaking skills.

A final, major component of students’ fifth grade experience centers on developing the study, goal-setting, and reflection skills necessary to successfully navigate later education. Mini-lessons focused on explicitly discussing character values (e.g. compassion, integrity) and strong work habits (e.g. impulse management) follow a constructivist approach, wherein students engage in an activity and then build towards making conclusions and connections to their personal lives through a process of reflection, opinion sharing, and goal-setting.

**MIDDLE GRADES, 6-8:**

*Literacy instruction is based on the Four-Block Literacy Framework, developed by Pat Cunningham and Dottie Hall. Building on this framework, GCS has developed a rich core curriculum and lessons based on state standards, which promote authentic language development in students – GCS will rely on this framework. On a daily basis, all students engage in reading, writing, speaking and
listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers and thoughtful listeners who can communicate effectively.

Language arts instruction in the middle grades focuses on the students’ use of literacy skills to discover and comprehend new information both in academic settings and in their lives outside of school. Students apply new word learning and comprehension skills to digest a variety of fictional texts, content area texts (e.g. science, social studies), informational materials, and multi-media content. At the same time, they learn to use the written and spoken English language to communicate effectively in a wide variety of genres, including narrative, expository, persuasive, descriptive, and poetry.

To teach the state standards in language arts, GCS language arts teachers have adopted a vertically articulated vocabulary program (e.g. Wordly Wise) intended to provide students with high-frequency academic vocabulary practice, in preparation for the high school placement process and in preparation for success in all content areas. In addition, teachers have assembled a vertically articulated list of roots and affixes aligned to each grade-level science focus (e.g. 7th grade focuses on roots and affixes associated with life science). Instead of adopting a textbook for the purposes of instruction, teachers use the California Recommended Reading List to select appropriate novels, short story collections, and poetry collections, in order to better support self-sufficiency in literacy. Units are divided into 3-4 genres, which are further divided into in-depth focus on discreet standards sandwiched between diagnostic and summative assessing, and these are then spiraled throughout later units.

**Reading:** Reading instruction in the middle grades (6-8) continues to incorporate the four main components practiced in grades K-8 of Shared Reading, Guided Reading, Word Study and Independent Reading, but reflection and analysis circle more frequently around the discussion of specific strands (e.g. Word Analysis, Reading Comprehension, Literary Response), as students are developmentally capable of using this organizational system to monitor and track their own learning. Within this framework, students receive direct standards-aligned instruction (and support in developing study skills such as note-taking and small-group seminar sessions), work with partners and small groups to further practice applying skills between frequent formative assessments, and engage in independent work spanning a rigorous and on-going cycle of practice, performance, reflection, and adjustment in order to foster student ownership of learning - all of which provide not only for student learning, but also lay foundations for student self-sufficiency and confidence in navigating later education.

**Word Analysis, Fluency, and Systematic Vocabulary Development:** Word analysis instruction in grades 6-8 focuses heavily on the systematic development of academic vocabulary. Understanding of complex content area text relies heavily both on students’ familiarity with a large number of word meanings and their ability to apply strategies to figure out unfamiliar words. Students study roots and other historical influences on the English language, identify shades of meaning in words, and learn how to effectively use context to determine word meaning. Instead of being taught in isolation, vocabulary acquisition occurs through a process of frequent analysis and connection-making, from the use of word walls to practice specifically implemented to help students recall and see relationships to previously studied words. Because vocabulary increases with independent reading, with students reading a half million to a million words of text, and learning 3,000 new words a year (Anderson 1992, Shaywitz 2003), GCS middle grade students are encouraged to read
independently both inside and outside the classroom. Student accountability is further assured with developmentally appropriate daily reading assignments that encourage active participation in reading at home, and the implementation of a special 30-minute block of classtime dedicated to independent reading known as Reading Block, where students can further practice applying language arts skills.

**Reading Comprehension:** Reading comprehension and literary response and analysis instruction in grades 6-8 focuses on the skills necessary for a sophisticated understanding and evaluation of both fiction and non-fiction texts. Across 6th, 7th, and 8th grades, Language Arts units of study are organized by genres (e.g. Narrative, Persuasive, Poetry, Expository), with specific standards sorted into each genre for direct instruction and practice, and then spiraled throughout and revisited during later units. Integration with Social Studies lends these units a major focus, with non-fiction texts (articles, primary source documents) and fiction texts (short stories, novels) providing context for comparisons of specific genre and text structures, as well as for analysis of historical accuracy and cultural point of view.

Although reading instruction focuses on “reading to learn” rather than “learning to read” in the middle school grades, GCS recognizes that many students still struggle with the demands of grade level text. Because many students struggling at this level still have difficulty decoding accurately, reading fluently and with prosity, building schema and context, recognizing metacognitive processes that occur during reading, repairing misunderstandings, and actively engaging with texts, it is necessary to provide differentiated instruction to students unable to comprehend grade level-appropriate text. One of the many ways in which GCS addresses the needs of these students is through Reading Block. Four times a week, 30 minutes is devoted to rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic reading comprehension instruction if appropriate. Using an ongoing cycle of one-on-one assessment (e.g. Fountas and Pinnell) and teacher-student reading conferences, middle grade teachers decipher and then help students to understand their current skill sets, form goals centered on individual needs pertaining to comprehension and literary analysis, and then suggest, document, and reflect on the progress of strategies tailored to each student.

Middle grade teachers regularly coordinate with K-5 teachers, RSP teachers, and the AP of Intervention and Assessment, to share best practices in reading comprehension instruction, which span a variety of independent, small-group, one-on-one, and whole-group practices. Thus, the information gathered during the assessments and conferences of Reading Block is used to inform in-class Language Arts instruction, student practice, and support for individual students, thereby avoiding isolated instruction of reading skills, and instead making reading comprehension a constant and on-going focus in students’ lives.

**Literary Response and Analysis:** Because language arts and social studies is taught in an integrated block of instruction, students frequently apply new learning to their social studies text (e.g. History Alive!), outside expository sources (e.g. video clips and articles from National Geographic, Discovery, and History Channels) and primary source documents. Both fiction and non-fiction texts also thematically reflect the current social studies era, topic or theme whenever possible, allowing for students to practice and apply critical analytical skills to genre, text structure, and media. This gives students the opportunity to dissect and discuss material using the academic vocabulary associated with literary response in order to not only evaluate author presentation across a wide variety of textual forms, but to analyze its efficacy and accuracy, and to make meaning of a diverse and often
conflicting array of historical and literary perspectives, so as to further explore how stories and story-telling impact historical and contemporary cultural values.

Reading comprehension skills are further reinforced in the math/science block, where students will also use them to comprehend content-area text. Mainly, this objective is regularly met through the use of CPM, a program structured with an eye to fostering literacy, and particularly by using lessons designed to be delivered and digested as a set of technical directions, thereby providing additional support for familiarity with non-fiction text structures.

**Writing:** The goal of writing instruction in grades 6-8 is for students to independently produce complex, multi-paragraph compositions which effectively use the English language to inform, persuade, describe and entertain. GCS utilizes Writer’s Workshop as a tool for helping students develop the craft of writing, and to help them understand, before they write, who their audience is, and what their purpose for writing is.

This method of teaching writing provides to students authentic feedback about the content and organization of their writing and allows them to see it as a process of refinement, and not a one-time assignment. Across core subject areas, teachers provide students with concept organizers and sentence stems to help them understand subject-area content, and to help them organize their thoughts before they put pen to paper. Teachers explicitly model for students how to select an appropriate form of writing and tone for the audience, how to cull for and effectively analyze evidence, and how to evaluate their written work for truly comprehensive revision practices. They also guide students in the incorporation of writing devices such as dialogue, examples, anecdotes, and other literary structures. Each teacher conducts mini-lessons on specific writing skills, demonstrating all parts of the process, and works individually with students on their particular needs. Classroom volunteers and peer-sharing are also used to work individually with students who find it difficult to move through the steps of the writer’s workshop, and also with reluctant writers in order to help foster an environment where writing is recognized as a cycle of constant refinement and polishing.

As part of the process of creating these compositions, students learn how to conduct multi-step research using both traditional and online sources and to employ word processing, spreadsheet, database, and document-sharing programs to present information. Although English language conventions standards in grades 6-8 are not extensive, the students we serve - even those not classified as English language learners - tend to need extra support in correctly using conventions in their written and oral language. Teachers are expected to assess the abilities of their students in this area using diagnostics, and to provide instruction in standards not mastered in previous grade levels, as well as instruction appropriate to the different ELD levels in their class.

New writing strategies (e.g. using a compare/contrast structure, employing effective transitions) and conventions (e.g. use of complex sentence structures, correct use of semi colons) are taught as part of language arts instruction, but will be practiced in all content areas. Students spend class time in each subject area writing and will write extensively as part of out of class assignments and projects in every subject, an example of this being the adoption of Cornell Notes across all content areas, which provide opportunities for students to question, evaluate, justify, and analyze subject-area content, in their own writing, multiple times a week, and which also help support students in developing the independent study skills necessary to be successful in later education.
**Listening and Speaking:** Listening and speaking standards in grades 6-8 are taught alongside reading and writing. As students learn to understand, analyze, and evaluate written text, they do the same for oral and multi-media presentation. As they learn effective strategies for written communication, they learn how to translate these strategies to oral communication. Teachers reinforce and assess speaking strategies in all subject areas. Students are frequently expected to present informal and formal oral presentations in all subject areas and will often demonstrate their mastery of other content knowledge through projects involving both written and oral presentations.

In addition, students learn how to participate appropriately in seminar-style discussions, wherein they demonstrate the skills of questioning, responding, and counter-responding to each other regarding specific topics centered on content, be it from a text or other media presented in class. Students become familiar with the process of listening and speaking to peers about academic subjects across all content areas – such as during a book club discussion in Reading Block, a CPM-based group project in the math/science block, or a debate in Social Studies – through the use of regular accountability practices in small and whole-group settings which often also incorporate writing (e.g. notes, organizers, peer “job” evaluations).

**English Language Development (Grades 6 – 8)**
ELD instruction occurs during Humanities and Reading Block. Students will receive targeted ELD instruction in Reading, Writing, Listening, Speaking based on their ELD levels. ELD instruction is based on appropriate ELD standards for English learners’ grade level span (6-8) and ELD level. Teachers use *The Map of Standards for English Learners, Grades 6 - 12* (WestEd, 2006), a resource that presents California’s ELD standards and ELA standards side-by-side and organized in a logical, pedagogical way. Teachers also design instruction that is 1) specific to the ELD levels of the students in their classrooms, and 2) integrates ELD and ELA standards and appropriate assessments.

The following are further details illustration literacy instruction at each grade level.

**Sixth Grade:** The sixth grade units of study for reading include narrative, persuasive, and expository. Because the sixth grade standards framework begins to emphasize informational texts more than in previous years, the focus of each unit incorporates a greater amount of contemporary expository resources.

In reading, for example, while exploring Sandra Cisneros’ *The House on Mango Street* during the opening narrative unit, articles that include current events pertaining to the Los Angeles Latino community, as well as persuasive pieces pertaining to the developmental needs of students in establishing personal identity, are incorporated alongside the study of the fictional text. In addition, sixth grade students expand their vocabularies through studying figurative language, multiple meaning words, and frequently-used foreign words and by using context clues to understand new words in expository text. In reading content area and non-fiction texts, they analyze the compare/contrast structure, clarify understanding of texts through creating outlines notes, and summaries, and identify sufficient or insufficient support for an author’s conclusions. Students also learn to identify forms of fiction and to analyze and identify the use of characters, setting, tone, and common literacy devices in these texts.

Sixth graders use organizational structures such as compare/contrast, order of importance, and organization by category to write multi-paragraph compositions and use word processing programs to correctly format these compositions. Students also focus on their use of simple, compound, and
complex sentences, correct verb tenses, correct capitalization, and correct spelling of frequently misspelled words. Throughout the year, students write narrative, expository, research, response to literature, and persuasive compositions, according to which unit study is the focus. For example, during the narrative unit in which students are reading Sandra Cisneros’s *The House on Mango Street*, they undergo the process of writing a personal narrative, using the structure of a writing workshop to facilitate the development of strong tone, voice, and word choice, and using chapters of the novella as examples and studies that inform their own writing.

Sixth grade students work on selecting appropriate formats, structures, and tone for various types of oral presentations and audiences and identify different techniques, including rhetorical techniques, persuasion, and propaganda, used in the media. They give oral presentations in the same genres as their written compositions, and, as with writing, this frequently coincides with current events. For example, during the time the American election process, students will analyze and practice using oratory devices as if they were politicians, and will compare and contrast inaugural speeches with State of the Union addresses and other famous American speeches, such as Martin Luther King Jr.’s *I Have a Dream* and the Pledge of Allegiance, in order to both practice delivering and analyzing oratory as well as learn about the election process.

**Seventh Grade:** The seventh grade units of study for reading include narrative, persuasive, response to literature, and expository. Because the seventh grade standards framework begins to emphasize comparing themes and topics across genres more than in previous years, the focus of each unit incorporates a greater degree of exploring deeper meanings and insights when approaching texts.

In reading, seventh graders continue developing word analysis and vocabulary skills, but begin to apply that knowledge to identify and explain idioms, analogies, metaphors, and similes, and to begin evaluating their efficacy in establishing the author’s message. They use their knowledge of roots and affixes to understand content-area vocabulary, and clarify word meanings through use of definition, example, restatement or contrast, in order to decipher the bias of texts. In reading non-fiction texts, they analyze cause and effect organization, identify the author’s point of view, and assess evidence used to support author’s claims. They also focus on comprehending and following technical directions and locating information using public and workplace documents. When reading fictional texts, students study plot, including the use of foreshadowing, characterization, recurring themes across works, and different points of view (e.g. first vs. third, limited vs. omniscient). All of these skills come together when, for example, they analyze the depths of meaning evident in the myths of Meso-America (or primary-source accounts of viking attacks in Europe, or the legend of the 47 Samurai in Japan, etc.), infer conclusions about cultural values revealed therein, and then compare these inferences to those made about other medieval cultures in other areas of the world.

Seventh graders further develop multi-paragraph compositions by using effective transitions, supporting assertions with anecdotes, statistics, and examples, and using note-taking and outlining strategies to impose structure on drafts. They develop their skills as researchers by choosing topics/areas of inquiry and properly using citations to give credit for information, and revise their writing for the logic of ideas and precision of vocabulary. To improve the quality of their communication, students continue to develop written English language conventions, including use of the active voice, correct use of punctuation (e.g. quotation marks, commas, hyphens, semicolons), and correct use of capitalization. Students identify all parts of speech and structures of sentences and spell derivatives correctly by applying the spelling of bases and affixes.
the year students write fictional and autobiographical narratives, responses to literature, research reports, persuasive compositions, and summaries, using writing workshops as a medium to polish their own assertions, evidence, literary techniques, and bias (when appropriate) in order to exercise their own hand at leading an audience to find the deeper meaning behind the themes that students themselves explore and invent.

To further develop their listening and speaking skills, students work to identify the attitude of a speaker, to ask questions to elicit further information and to respond to a speaker’s opinions with affirmations or questioning. Reinforcing what they learn to do in their written presentations, students improve their own oral presentations by employing supporting evidence and examples and choosing techniques for specific purposes and audiences. They give various oral presentations in the same genres as their written compositions. They also engage in small group, seminar-style discussions, becoming aware of how their personal participation in questioning, responding, and counter-responding to peers can further the examination of a topic (such as a debate over which medieval civilization had a more successful social organization: China or Japan), and through the use of written accountability pieces (e.g. notes, evaluations, justifications) come to develop the study skills needed to keep pace in similar structures found in later education.

**Eighth Grade:** The eighth grade units of study for reading include narrative, persuasive, response to literature, poetry, and expository. Because the eight grade standards framework begins to emphasize the impact of social influences on the author (and, by extension, their work) more than in previous years, the focus of each unit incorporates a greater degree of exploring cultural and historical pressures on the author.

In eighth grade, students build word analysis and vocabulary skills by using idioms, analogies, metaphors, and similes to infer figurative and literal meanings and by verifying word meanings through definition, compare/contrast, example, or restatement, with a historical etymological perspective. In reading content area texts, students analyze the proposition/support structure and compare and contrast the sequence and structure of ideas of different texts. They focus on consumer text and complex technical directions and use information from public and workplace documents to solve a problem or explain a situation. Eighth graders study the purpose and characteristics of different forms of poetry, analyze features of plot (e.g. subplots, parallel plots, conflict resolution), compare and contrast characters from different historical time periods, and analyze recurring themes across traditional and contemporary texts. They learn to identify literary devices that characterize different authors’ work and to analyze how literature reflects the beliefs, attitudes, and heritage of its author. For example, students read selections from *Narrative of the Life of Fredrick Douglass, an American Slave*, and analyze how living under the conditions of slavery impacted Fredrick Douglass’s later work in the abolitionist movement. A selection of African-American poetry, including pieces by Phyllis Wheatly and Maya Angelou, excerpts from works by Toni Morrison and Zora Neale Hurston, primary-source documents such as Bill of Rights and the 3/5ths Compromise, and contemporary census statistics provided by the Bureau of Labor Statistics website, are used to further extend the understanding of the African-American experience and perspective through works produced by this community, and to analyze the impact of the changing social lens of abolitionism to the civil rights movement to contemporary social injustice on literary heritage.

Eighth graders create compositions with a clear thesis and a well-supported conclusion and create coherence throughout their composition with parallel structures and consistent writing techniques.
They support their theses with quotations, paraphrasing, analogies, and opinions of authorities. Students continue to develop as researchers by planning and conducting multi-step information searches using computers, using primary and secondary sources, and balancing information from sources and original ideas in their work. Students revise their work for word choice, consistent point of view, organization, and transitions. Eighth graders ensure their compositions are written with correct and engaging language by using varied sentence types and openings, parallelism, and devices (e.g. subordination, apposition) to indicate the relationship between ideas. In addition to revising compositions, students edit to ensure that correct grammar is used. Throughout the year, students produce, biographical and autobiographical narratives, responses to literature, research reports, and career and technical documents in order to bridge the connection to how social pressures and cultural values are impacting their own voices as contemporary writers.

Eighth graders develop as effective listeners by learning to paraphrase the speaker's point of view and purpose and ask appropriate questions and to identify ways in which media communicate and influence opinions. They use outlining skills to plan presentations in similar genres to their written compositions and improve those presentations through precise word choices and active voice. They also use audience feedback to improve presentations.

**Dance-English Language Arts Integration:** For kindergartners, *Reading in Motion*, a Chicago-based phonics program that teaches students to use their bodies to form letters and words, supplements the Houghton Mifflin curriculum. Students dramatize literature and stretch their vocabularies through dance exercises. In line with *Reading in Motion*, students who are learning short vowels in rhymes and stories respond through dance movements in the dance studio, indicating their recognition of a certain vowel.

Dance allows both younger and older students an outlet for interpretive expression (poems, stories, emotions), as well as building vocabulary in context (e.g., Simon Says, directions such as forward, back, up, down, next, floor, wall, jump, step, skip, and body part recognition). The folk tale “Strega Nona” is used to teach English Learners pathways such as high, medium and low, as well as comprehension and vocabulary through creative movements that mirror events in the story. Learning the steps of ballet also promotes English vocabulary development as students are required to perform poses on command and are required to write and read vocabulary fluently. Older students communicate expressive dance through original compositions.

Choreography mirrors the writing process. Similar to going through the steps of the writing process, students draft, edit, revise, and publish dances. Students engage in peer conferencing and teacher conferencing to create “publishable” dances, which are aligned to State Standards. Once a quarter, students hold “dance publishing parties” where they perform their published dances for each other. These parties are followed up with a lesson in which students share what they enjoyed and identify movements and qualities of movement to re-enforce dance knowledge.

See Appendix A for the English Language Arts scope and sequence for grades K-8.
HISTORY-SOCIAL SCIENCE

The goal of the history-social science curriculum is to provide students with an accurate account of historical events and cultures as well as meaningful experiences that connect the past and present. The study of history reaches back in time to link students with people, ordinary and extraordinary, who came before and whose stories build sensitivity and appreciation for times past and for the long continuity of human experience. Using the California standards as a base, teachers focus on fostering in students the awareness of the world as well as each student’s role in being a productive citizen in the school and neighborhood communities. Through interdisciplinary units, students are empowered to write across content areas.

ELEMENTARY GRADES, K-5

GCS utilizes the Houghton-Mifflin textbook series that provides standards-based content around themes of social studies with multiple instructional strategies. The lessons in this textbook are supplemented with historical fiction and primary sources such as diaries, letters, actual photographs, and music and video recordings. Student assessments include homework, quizzes, tests, preparing and delivering speeches, writing informational reports and creating three-dimensional representations and artwork.

The following strands represent the major themes addressed in each grade level:
K – Living and Working Now and Long Ago
1 – A Child’s Place in Time and Space
2 – People Who Make a Difference
3 – Continuity and Change
4 – California: A Changing State
5 – United States History and Geography: Making a New Nation

The standards are reinforced through interdisciplinary activities that build upon students’ knowledge of their own community. The following subsections describe units of instruction at each grade level.

Kindergarten: Social studies instruction emphasizes learning life skills, making appropriate behavior choices and developing social skills. Students in Kindergarten begin the year by learning about neighborhood workplaces. Through neighborhood visits, classroom guests and stories, students are introduced to a number of jobs and workplaces. They learn how goods are manufactured, transported and marketed. As an introduction to basic economics, students learn about the concept of a family budget and money as an exchange for goods and services. To give students experience with earning and saving money, students are each given jobs for which they are paid in classroom currency. Periodically, the teacher opens the “Classroom Store,” stocked with various items that range in price. Students make decisions about how to spend their money and determine how much more they need to buy particular items. Students also learn that some services—roads, police, firemen—are provided by the government and are paid for with taxes. As a culmination of this unit of study, students engage in many activities that compare living conditions today with those of previous decades and centuries. The class sings songs, recites poems, makes books, and plays games relating to working.

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Students also learn to recognize national and state symbols and icons such as the national and state flags, the bald eagle and the Statue of Liberty. Students take turns dressing up as Lady Liberty and write short essays giving their personal definitions of liberty. Students understand how to be a good citizen by following rules. They learn to read a map, identify traffic and map symbols and create a three-dimensional map of their school using boxes, recycled containers, and other materials.

Additionally, students practice their listening and speaking skills in whole class lessons, in small group discussions and when an individual student presents a report or shares a writing assignment or project. Throughout the year, students continue to participate in activities that integrate both the ELA and HSS standards. For example, teachers plan interactive read alouds that relate to social studies themes.

First Grade: First grade students learn about their location in space and time while developing skills such as map reading, sequencing, comparing and contrasting and main idea and details. Throughout the social studies units, reading comprehension skills and strategies are utilized and reinforced as students read informational and fictional texts related to the unit of study.

First grade students begin the year focusing on the community of their school and classroom while exploring the characteristics of a good citizen and comparing school communities of today with those of long ago. As part of this study, students learn about and participate in the democratic process by voting. Elections are held to nominate a class president after students discuss the qualities of a good leader.

Students move from focusing on their school to community to learning about the neighborhood around their home or school. As part of this exploration, students learn how neighborhoods provide families with their needs and wants, and how the work people do can be categorized in goods and services and into manufacturing, transporting and marketing of goods. Students participate in activities such as identifying and taking photographs of different businesses in their neighborhood that provide goods and services and then writing about the importance of these places. During the neighborhoods study, students develop map skills by creating a map with a legend.

Students next study their city and state. They compare their city neighborhood with rural and suburban cities, identifying the contributions of different groups to these places and locating each on a map. Students also study the history, symbols, songs, and holidays of the United States of America, including singing patriotic songs such as “This Land is Your Land.”

Students culminate the year by learning basic facts about the seven continents and four oceans and locating them on the map. Students continue using a key to locate items on a map and learn to use a compass rose and the four cardinal directions.

Second Grade: Second grade students explore History-Social Studies through thematic units mapped out over the course of the school year. A combination of narrative and expository texts are used to introduce students to concepts based on standards as well as to help them identify and understand roles by making connections with characters in the stories. All activities are scaffolded for students who need additional help. Teachers also use the Into, Through and Beyond SDAIE technique for English Learners.
Students begin with a unit on maps, in which they locate the specific landmarks and geographic features of their own neighborhoods and community using a simple letter-number grid system. Students progress to label a simple map of the North American continent, specifically locating where their ancestors lived. They describe when their family moved to the local community and how and why they made the trip. Students then complete the unit on maps by comparing and contrasting basic land use in urban, suburban and rural environments in California. As students learn about maps within the unit, they also connect their learning with literature in reading, writing process projects and graphs, charts, and diagrams in math.

Continuing with the focus on people who make a difference, second graders also study heroes, both from long ago and present figures active in the local community. During the Language Arts block and during independent reading, students read biographies of people from different arenas of life. Students become historians in pursuit of information about the achievements, courage and determination of people who have made a difference in the lives of others. At the end of the unit students write biographies about heroes of their choice. Students look at how their own talents and interests can impact choices as adults.

Students also look in depth at their family roots, traditions, and how daily life has changed over the years. Within this unit, students differentiate between those things that happened long ago and yesterday by tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents, and by comparing and contrasting their daily lives with those of parents and grandparents. Students use grandparent interviews to create Venn-Diagrams or other visual representations of how their lives compare to an older generation. Finally students learn how use a timeline by working cooperatively to map out their school day, then create a timeline of their day from beginning to end and finally create a timeline of the important events in their lives in the order in which they occurred. Students use these timelines to write their own autobiographies that they publish and share with others.

This final unit of study, making and carrying out laws, is designed to emulate practices of the United States government. A mock classroom election is held in which students nominate and elect a class president by direct vote. The duties of the class president are determined and compared with the duties of the President of the United States. Representatives are also elected for each cooperative learning group, so students may learn how to negotiate democratically to solve classroom problems.

**Third Grade:** Third grade students explore history through project-based activities focused on standards and student interest. The teacher incorporates content-based reading of various genres and technology throughout the curriculum. Students identify, research and define essential characteristics of landforms in the Los Angeles area and the state of California. While studying landforms, students also develop map skills and find their locations on various maps (city, state, country, continent, hemisphere).

Students learn about what it means to be an American by understanding essential documents and American symbols, songs, and traditions. Students examine the rights and responsibilities involved with citizenship and discuss different families’ connection to immigration.

Parallel to learning about America, students generate questions about Native American culture and ways of life and investigate various tribes in small groups. Among their investigations are physical geography, economic structure, and government of Native Americans. Students also explore and
create artifacts similar to those used by the Chumash or Gabrielino people long ago. Students may visit Franklin Canyon, where they can see first-hand examples of how the Chumash lived, including how and what they hunted, games children played and a hike through the land as it might have been when the Native Americans occupied the land.

Wrapping up their investigations of peoples, third grade students end the year learning about the sequence of local historical events and trace the neighborhood’s evolution through time. They conduct interviews with anthropologists and community members to compare the past to today. After reading *Me on the Map*, by Joan Sweeney and Annette Cable, and *The Armadillo from Amarillo*, by Lynne Cherry, students use classroom resources to determine the city, state, country, continent, and hemisphere in which they live, and learn about defining characteristics of each location. As a final assignment, they create a flipbook showing their location in the various categories to demonstrate their understanding.

**Fourth Grade:** The History-Social Science curriculum in the upper grades provides the context for Language Arts instruction as well. During guided reading, students use the Houghton-Mifflin Social Science text and correlated leveled reading books to learn content and to practice and apply comprehension skills and strategies, especially those which relate to the structural analysis of expository text. In Literature Circles, students read a variety of historical fiction as part of their guided reading. Fourth grade students focus on learning about their home state of California. Among the major concepts and units studied are Land and the First People, Exploration and Colonization, Becoming a State, and Modern California.

Students begin the year by studying the physical and geographical features of California. Understanding the geography and natural resources of the state is necessary to understand the state’s history, as it plays a vital role in determining who settled here, how they came to be here and why. Students identify and are able to locate California’s geographical features and understand how these features influenced the lives of early residents and later the settlement and growth of towns. Students strengthen their spatial awareness by using and studying various types of maps and photographs, including aerial or satellite-produced images. Students construct timelines, charts, and graphic organizers to visually represent learning.

Next, students learn about the indigenous peoples of California through the study of the state’s four geographical regions. This allows students to connect the relationship between the American Indian’s culture and the environment. Students sort and classify natural resources by region. Students study the Spanish missions, choosing one to research in depth. In pairs, students conduct research using books and other references materials, including on-line resources, and write reports which describe the mission, its geographic significance and function. Students then create replicas of their mission using materials of their own choosing. Students make in class oral presentations and display their finished projects for other members of the school. Pending funds availability, fourth graders may visit Mission San Juan Capistrano to culminate the unit.

Students then explore the colonization of California and its road to statehood. They identify routes explorers used in coming to California, and analyze the reasons different groups had for settling in the state, including the Gold Rush and the effects of immigration on the state. Students may visit the Museum of the American West where they can pan for gold and get a taste of life for “49ers”. Importance is placed on the characteristics of great leaders as students read about notable Californians, including the contributions of women. Students each research an important person in
California history and create a presentation (oral, written, or visual) which documents the person’s status as “hero”.

The year ends with a study of the growth of California throughout the 20th Century and the effects different events and industries have had on helping our state become an industrial and agricultural power. Focus is placed on learning about the population of the state, where people came from, and how the population has changed throughout the past 100 years.

**Fifth Grade:** Fifth graders trace this country’s history starting with the pre-Columbian settlements, through the Colonial era, up to the nineteenth century. Students spend time examining the causes and effects of the American Revolution, as well as the events related to the development of the U.S. Constitution. Finally, students study the immigration patterns of the American people and the effects this population growth had on the different American Indian tribes.

Teachers begin each theme by activating students’ prior knowledge. Focus questions are presented, and vocabulary is pre-taught using visuals. Students read from Houghton-Mifflin Social-Science textbooks and leveled reading books, in both whole group and small group settings. Teachers support student understanding of history content by integrating comprehension skills and strategies that support the fifth grade Language Arts Reading Comprehension standards, which focus on students utilizing their knowledge of text organization, structure and purpose when reading informational texts. Groups read text, broken into smaller segments, and take turns leading a discussion of what was read. At first the teacher models the leader’s tasks, guiding students as they apply the four comprehension strategies, monitoring progress, and providing feedback. Gradually, students assume the role of leader, and the teacher becomes the facilitator. The scaffolding this technique provides is especially helpful to ELs.

In addition to reading about history, teachers provide engaging lessons, using technology and artifacts, and provide students opportunities to actively participate in ways that build understanding. As part of their unit on the America Revolution, teachers might present the focus question to students, “How did the colonists respond to the policies of Britain?” In addition to reading from the text, teachers show videos and bring in primary sources to present different reactions, including the Boston Massacre, Boston Tea Party and the Continental Congress. Students then work in groups to investigate how the colonists responded, and make short, creative presentations to the class to report their findings. Students may draw pictures or cartoons, write poems or songs, paint a tableau of a scene, act out events, or put themselves into a picture and explain what is happening around them.

To further challenge students and incorporate Language Arts skill application, teachers may ask them to research one just cause of the war, detailing both British actions and colonial reactions and then do a critical analysis of primary-source material focused on the efforts each side made to avoid the war. Parents and classroom volunteers might work with these students in small groups to compile research online and organize it for a presentation.

**MIDDLE GRADES, 6-8**

Social science instruction in grades 6-8 builds on the increasing ability of middle grade students to analyze and compare multiple sets of information and to draw conclusions based on this analysis. In addition to a state adopted social science text for each grade level, teachers provide students with access to primary source documents (e.g. the Declaration of Independence, Bill of Rights, excerpts
from historical documents such as records of the Council of Trent, myths and legends, excerpts from philosophical treatises and religious doctrines) maps, charts, timelines, and secondary source documents (e.g. TCI’s History Alive!, articles and video clips from National Geographic, Discovery, and History Channel) from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers use a variety of graphic organizers, charts, and visual aids to support students’ developing analytic skills and to assist English language learners. To further increase understanding and motivation, social science is taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

Because social sciences are taught in an integrated instructional block (Humanities course) with language arts standards, students will also read fictional texts related to social science content, further increasing their motivation and understanding. For example, in 6th and 7th grades, students read and analyze ancient and medieval myths and legends pertaining to the cultures studied, such as the myth of Persephone, and *Sunjata*, a graphic novelization of the west African legend by the same name. In 7th and 8th grade, students read historical fiction novels from the California Recommended Reading List such as *Fever 1793* and *Catherine, Called Birdy* to provide context and analytical points of comparison for corresponding units of study in social studies. In all three middle school grades, historical literature such as Shakespeare’s sonnets and plays are used to provide insight into the social values and cultural pressures of the ancient, medieval, and early American worlds.

Additional integration of social science curriculum will occur in dance, the visual arts, and in the math and science block, when students may study the scientific and mathematical contributions of cultures they are studying. At all grade levels, the curriculum is enhanced whenever possible with multimedia resources, hands-on experience (e.g. artifacts from cultures studied) and field trips. While covering the social science standards, teachers of the Humanities block focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students apply reading comprehension and vocabulary strategies to their social studies text and will complete project-based assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

**Sixth Grade:** In alignment with California State Standards, the sixth grade social studies curriculum includes the study of major Western and non-Western ancient civilizations including Mesopotamia and Egypt, the Ancient Hebrews, Ancient Greece, Rome, China and early Indian civilizations. Within studies of each of these cultures, students focus on how the people, events, and geography of each civilization helped develop its social, economic and political structures. Students examine reasons behind the rise and fall of civilizations and will analyze the ways in which ideas from these civilizations transformed the world we live in. In doing so, students access information from a wide variety of sources, including textbooks, primary sources, novels, internet sources, maps, and graphs, and will be responsible for communicating their learning using writing, technology resources (word processing, spreadsheets, graphics), and oral presentation skills. In this way, students constantly reinforce and utilize skills learned in other content areas.

**Seventh Grade:** Seventh grade students focus their social science learning on civilizations in Europe, Africa, and Asia during the period A.D. 500-1789 (medieval and early modern times). Instruction emphasizes the impact of growing interaction between civilizations and the exchange of ideas, culture, and technology. Students focus on the rise of new ideas that occurred during the
Renaissance, the Scientific Revolution, and the Enlightenment and how these ideas gave rise to elements of our society today. Students have multiple opportunities to use seventh grade language arts skills to comprehend primary sources such as the works of Enlightenment philosophers. Integration with science/math curriculum continues to occur, for example during the study of the Scientific Revolution.

**Eighth Grade:** Eighth grade students study the development of the United States from the close of the Revolutionary War up to World War I. Building on the sixth and seventh grade curriculum, students examine how different American institutions and ideals can be traced to ideas from various past civilizations. Students examine the geographic and regional differences within the United States, including the causes and consequences of the Civil War. Another important highlight is the Industrial Revolution and its connection to social and economic changes. As in sixth and seventh grade, students focus on using the language arts skills taught in the grade level both to access and to demonstrate mastery of social science content.

See Appendix A for the History / Social Science scope and sequence for grades K-8.

**Dance Integration:** Students build on their knowledge of social studies by learning literal and metaphorical dance forms that are aligned with grade level standards addressed in this curricular area. For example, second grade students who are studying communities compare the dances of cultures represented by their own neighborhoods to modern dance techniques in order to understand how dance fits into cultural trends. Third grade students learning about Hopi Indians explore expressive movements that represent the cultural significance of this tribe as well as the symbolism of animals in this tribe. Students bring their knowledge of Indians to the studio where they watch a traditional American Indian dance video. Students then pick out movements, pathways, and efforts they recognize and use the language of dance symbols to display their knowledge. Together, teachers and students explore qualities of movement and eventually create an “American Indian” dance in the style of traditional Indian dance. Students in fourth grade learning about the changing California landscape practice dances indigenous to early settlers. Students in the fifth grade are expected to attend performances and respond through writing about the emotions conveyed and historical significance of the choreography.

**MATHEMATICS**

The goal of the math curriculum is to make students fluent with numbers, build mathematical reasoning skills, and develop a strong math vocabulary. In order for students to acquire the ability to reason and apply problem-solving skills, they need both declarative and procedural knowledge of mathematics. Therefore, the math program is designed to allow students to discover why formulas and proofs work rather than just how to memorize and follow them, shifting their thought process from gaining absolute knowledge to increasing mathematical reasoning skills. Math lessons, like dance classes, stimulate students, prompting them to stretch their minds with mental arithmetic, reach the standards, practice with facts and formulas, explore numbers and patterns and perform problem-solving skills.
Math instruction at Gabriella Charter School has resulted in high levels of student mastery of state standards (80% proficient or advanced schoolwide, CST 2012). Adopted curriculum is supplemented with hands-on activities, small group instruction, and one on one intervention for struggling students. Students consistently practice to reach mastery and increase speed in basic computations (math “facts”) and perform a spiral review of already learned math concepts and vocabulary. Throughout the grades, increased time is spent on problem solving activities and an elementary music program integrates math concepts.

**ELEMENTARY GRADES, K-5**
Math instruction in all grades covers the following strands from the California Standards: number sense, algebra and use of variables, measurement and geometry, statistics, data analysis and probability, and mathematical reasoning. Harcourt Brace Mathematics is the primary math curriculum. This is supplemented with hands-on activities, including the use of manipulatives, math games, measuring, patterning, and art projects that give students opportunities to learn through application and relate math concepts and skills to their lives. Other materials that support instruction include basic fact tests, transparencies, online games and videos, and children’s literature.

Teachers create a year-long pacing plan using the Harcourt Brace Scope and Sequence as a guide to ensure that all grade-level concepts are taught and reviewed throughout the year. Teaching strategies include direct instruction, working with partners, heterogeneous and homogeneous grouping, and independent work, all of which provide opportunities for differentiated lessons.

Students who experience difficulty mastering basic math concepts receive immediate intervention in small groups and during one-on-one lessons with teachers and instructional aides. To scaffold for students needing extra help, major concepts are broken down into easily understood steps, and fundamental skills are continuously reviewed to ensure mastery. Additionally, classroom accommodations such as individual workstations, shortened and/or un-timed assessments, outlining problem-solving steps on worksheets, and timers are used to help all students experience success. To model the language of mathematics for English Learners, teachers provide explicit instruction for the use of manipulatives and real objects to solve concrete tasks.

More advanced students benefit from differentiated instruction that allows them to move at a faster pace. Instructional aides and/or community volunteers support teachers by providing differentiated learning for small groups of students and one-on-one assistance. When appropriate, computers, calculators, and geometric tools are used to enhance instruction and explore more advanced topics. To create a learning environment conducive to student inquiry and investigation, teachers incorporate strategies such as whole group instruction, small group review, heterogeneous performance tasks, and individual reinforcement.

At all grade levels, math concepts are introduced through a constructivist hands-on approach, where students discuss and touch objects that represent numbers and use these objects to learn basic facts and apply concepts. Map-making activities teach students about scale. Cooking activities teach fractions by requiring students to keep ingredients proportional when they double a recipe. The following strategies incorporate multiple intelligences and support ELs and students with different learning styles, including students with learning disabilities:

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<th>Strategy</th>
<th>Understanding fractions</th>
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The Math and Music program, based on the theory of multiple intelligences and developed by the M.I.N.D. Institute, supplements the Harcourt Brace math program. Specifically targeting students in grades two through five, Math and Music includes computer courseware using spatial-temporal reasoning combined with piano keyboarding to improve children’s understanding of difficult math concepts. Students develop their ability to visualize images through a sequence of steps in space and time, a process that positively impacts both problem solving and the playing of music. As an alternative to relying on language, symbols, and equations, Math and Music focuses on visual and kinesthetic processes to teach concepts such as fractions, graphing, place value, pre-algebra, ratios, patterns, and symmetry operations. This program especially supports English Learners as it removes the language barrier from math learning. Grades 2-5 students receive two fifty-minute sessions of computer time each week as well as one fifty-five minute session that includes piano keyboarding instruction. The Math and Music curricula are aligned to California state standards and CST objectives.

The following subsections further outline the scope of math instruction by grade level.

**Kindergarten:** Kindergarten instruction emphasizes concepts and math patterns through active learning. They count, compare, describe and sort objects, and develop a sense of properties and patterns. Students recognize patterns in the classroom—stripes on a flag, plaid on a skirt—create patterns with a range of colored manipulatives, and repeat patterns designed by a partner. They learn to identify features of an object and to communicate their patterns—red-blue-red-blue, circle-square-circle-square using mathematical language (e.g., “AB” or “ABB” patterns). Using manipulatives including counters and linking cubes students develop one-to-one correspondence. Within the strand of Measurement and Geometry, students develop the understanding that objects have properties such as height, weight, and length, and they spend time exploring these properties and developing their ability to compare. Among these skills are comparisons of bigger and smaller, longer and shorter, heavier and lighter and equal. Students also learn to identify, classify and sort objects by three attributes (color, shape, size). As an extension, students collect data and record results using objects, pictures, and picture graphs. Objects are sorted according to similar attributes such as color, size, and shape. Each group of objects is graphed and the class shares data to identify which group shows the most or the fewest or the same. The classroom is full of concrete objects that students use to solve addition and subtraction problems. Daily exercises include checking the calendar (counting days, weeks), using a number line, and demonstrating concepts of time (morning, afternoon, evening, yesterday, today, tomorrow). The inclusion of songs, chants, and rhymes makes learning more fun and more accessible (e.g., students sing “The Days of the Week” song, along with the “Birthday Months Chant” each morning during Calendar time). Big
goals for Kinder students also include reading and writing numbers to 50, counting by fives and tens to 100, and adding and subtracting up to 10.

**First Grade:** In first grade, students are introduced to addition and subtraction facts to 20. They move from concrete to abstract concepts, progressing from solving number sentences with manipulatives to using mental strategies such as “making a ten”, and finally to automatic recall of addition and subtraction facts to 20. As part of this process, first grade students begin daily fact practice, working over the course of the year to improve their accuracy and speed. In order to accommodate different learning styles, students also have opportunities to reinforce math facts through games, flashcards, songs/chants, and computer software.

By the end of the year, first grade students use their knowledge of basic addition and subtraction facts combined with their understanding of place value to be able to add and subtract two digit numbers without regrouping and add one digit to two digit numbers. They also work with different manipulatives to model, compare, and order two digit numbers. Teachers model mathematical reasoning skills by modeling problem solving steps and guiding students in solving word problems as a group. Throughout the year students move towards being able to independently write a simple explanation of the steps they took to solve a problem.

Students explore measuring with non-standard and standard units and identify and compare two and three-dimensional shapes. They practically apply these skills during first grade science units on weather and matter (solids). As part of these units, students measure length, weight, capacity, temperature, and wind speed/direction and use geometric terms to describe the characteristics of solid objects. Students also participate in a daily “math meeting,” where skills introduced during the year, including coin identification and counting, telling time, counting by twos, fives, and tens, and calendar skills, are reinforced. Math meetings is a time where math vocabulary is reinforced and where students, particularly English language learners, can practice using the language patterns and vocabulary they have learned as part of math lessons.

**Second Grade:** Students continue to explore problem-solving techniques and build their number sense by using manipulatives, pictures, and words. At a daily math meeting, the teacher models an understanding and use of place value, fact families, time, money, patterns, graphing, and word problems. Students learn to tell time to the minute and are introduced to fractions by examining equal parts of one, equivalent fractions, and comparing fractions. Students also work to master math facts to 20 as well as improve mental arithmetic skills. The teacher scaffolds instruction with visual aids such as number lines and a number grid. Measurement is also explored throughout the classroom: students estimate distances and determine perimeter, area, and units of capacity/weight of objects such as books and manipulatives. Second graders explore the concepts of multiplication and division and are excited to learns their “2s”, “5s” and “10s”. Second graders also solve math problems in a variety of ways and share their approaches with others, validating various ways of solving. All math concepts are reinforced through activities and games, as well as Harcourt practice problems.

Teachers often integrate content reading into math instruction. For example, the second grade teacher reads books like Amy Axelrod’s *Pigs will be Pigs: Fun with Math and Money*, to introduce larger coins, practice making change, and reinforce math applications such as adding and subtracting money. The book builds on students’ skills and acts as a scaffold for English Learners.
who are learning new math vocabulary. Teachers provide many opportunities for students to practice counting real coins in class through the use of a class store.

**Third Grade:** Students in third grade build upon previously learned concepts in number sense, algebra and functions, statistics, data analysis and probability, measurement and geometry, and mathematical reasoning through a student-centered application of concepts in practical, real-world situations. Abstract thinking and mathematical reasoning are emphasized through daily word problem practice. The teacher frequently introduces concepts through literature and connects math concepts to science content whenever possible. For example, teachers may read *The Greedy Triangle* by Marilyn Burns or other pieces of literature to introduce the concept of two-dimensional geometric shapes. Students physically construct different types of triangles, using different materials such as straws, toothpicks, and string. Manipulatives are used whenever appropriate/possible to give students a hands-on understanding of concepts. An example lesson about measurement involves props illustrating capacity with a gallon of fruit punch and a pint of chocolate milk.

Instruction consists of whole group lessons, small group pull-outs, and mini lessons, as well as individualized practice. Students practice concepts learned by playing games, such as the “Allowance Game,” which gives students the opportunity to practice adding and subtracting money. Songs, chants, and movement are frequently incorporated into math lessons in order to appeal to students’ varying learning styles. Additionally, daily math warm-ups spiral previously learned concepts and reinforce important skills such as counting, word problem analysis, math vocabulary, fraction-decimal equivalency, and graphing. Students participate in daily fact practice of addition, subtraction, multiplication, and division skills.

**Fourth Grade:** The fourth grade math curriculum utilizes Harcourt Brace resources and is supplemented with Marilyn Burns' techniques. Students are introduced to mixed numbers, percentages and decimals, double-digit multiplication, single-digit division and three-dimensional geometry. Students also further develop concepts of fractions, number sense, whole number operations, and measurement. Increased work with problem solving is being done in a structured manner. Students learn how to identify necessary information and keywords, create visual representations and diagrams, identify the operation needed, perform computations, work backwards when necessary, organize information to help detect patterns, and provide written explanations.

Students regularly practice their math facts both in and out of the classroom. Timed math quizzes, both written and oral, are used to assess students' multiplication and division skills, and fourth graders are often heard chanting a variety of multiplication raps. Students can also use calculators to further develop relationships between place value, decimals, and fractions. In pairs, students collect, sort and analyze data through a student-designed surveys that involve current events. Learning is brought to life when students create charts, tables, and graphs to represent statistical findings after conducting their classroom survey.

**Fifth Grade:** Students in the fifth grade focus on strengthening computation skills and math vocabulary, as the Harcourt Brace math program allows them to review and build on fundamental concepts introduced in previous years. Skills that are reviewed and taught include the following: reading, writing and ordering numbers through hundred millions; rounding numbers; identifying mean, mode, median, and range; using two and three digit multipliers; performing computations
involving fractions with like and unlike denominators, improper fractions and mixed numbers; applying the steps for long division including one and two digit divisors; writing simple equations, analyzing data; using rulers, yard sticks, and clocks; understanding the metric system; and learning properties of polygons and angles. Students are also introduced to algebraic equations and more complex word problems.

Students work in a variety of groupings that include whole group and one-on one instruction, assignments with partners, and projects in small groups. By working in small groups to solve complex, multi-step problems, students often scaffold instruction for each other. The curriculum is integrated across subject areas wherever possible to provide students opportunities to apply math to social studies and science. Students complete performance tasks that apply concepts learned in math throughout the year. For example, in order to reinforce student understanding of very large numbers, they complete a budget to show how they would spend a million dollars, including a rationale. Students research actual prices of items and provide the calculations and graphics in an organized presentation.

**MIDDLE GRADES, 6-8**

The goal of the 6-8th grade math curriculum is to make students fluent with numbers, build mathematical reasoning skills, develop a strong math vocabulary, and apply algebraic concepts to problem solving. In light of new state mandates regarding Algebra instruction, mathematics instruction at GCS will have the ultimate goal of enabling all students to successfully complete Algebra I by the end of eighth grade and to prepare all students for success to and through college.

In order to help us reach this goal, College Preparatory Mathematics (CPM) was adopted in the 2012 school year for the middle grades. (CPM) is an innovative middle school and high school math curricula developed by teachers over the last 20 years. Designed around the standards of the National Council of Teachers of Mathematics (NCTM), the curricula emphasize rigorous problem solving, collaborative learning, and progressive student practice. The curriculum is designed around a set of standards for all grade levels, called the Standards for Mathematical Practice. Ultimately students will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Math instruction includes many ELA standards as well, as students are required to: solve problems that are authentic, engaging, and truly rigorous; read a lot, as the textbook is entirely word problems; write a lot, as the activities ask students to justify and explain their reasoning all of the time; talk a lot, as all of the activities are targeted towards work in learning teams; and access their prior knowledge, as they spiral skills and practice throughout the year to ensure mastery.

Math instruction at GCS benefits from a core instructional block schedule in which math and science are often taught as discrete subjects but occur back-to-back in a 120 minute instructional block.
Following direct instruction of new skills, teachers present hands-on activities and time both during and outside of class for substantial practice of grade level computational skills. Within the science block, teachers also have the flexibility to provide differentiated instruction several times weekly, allowing a focus on the needs of struggling students and those ready to move beyond the grade level curriculum. The math period also incorporates daily warm-up activities or practice of previous skills. The teacher reinforces math vocabulary during warm-ups by requiring students provide justification for the process used.

As part of GCS’ emphasis on writing and listening/speaking skills and on problem solving in the mathematics curriculum, the mathematics curriculum frequently requires students to explain, orally or in writing, their methods of solving a problem and their rationale for choosing such methods. Assessment of mathematics standards will be based on evaluation of presentations as well as more traditional mathematics assessments from state adopted textbooks. Students also use math skills, particularly statistics and data analysis, to enhance oral and written presentations required in other subject areas.

Because not all students will have mastered the prerequisite mathematical skills for success in the GCS math curriculum, students are assessed at the beginning of each year and will receive interventions as necessary, including after school tutoring, small group or one-on-one work with instructional aides, and work with community volunteers. Due to of the need to prepare all students for a challenging Algebra I curriculum in eighth grade, sixth and seventh grade students are required to participate in summer intervention programs if they are not meeting standards by the end of the school year.

**Sixth Grade:** In sixth grade, students will achieve mastery of mathematical computations using all four operations with positive and negative whole numbers, fractions, percentages, and decimals, discover how to use these skills to solve statistics and probability problems and work with geometric forms, and begin solving linear equations. Key areas of focus include solving problems with fractions, ratios, probabilities and proportions, a combination of positive and negative numbers, writing and solving simple algebraic equations, calculating the area and circumference of a circle, working with the properties of angles in a triangle, and understanding the uses and limitations of statistical data. Mathematics is integrated into science whenever possible, applying skills within a practical context. Graphs, charts, and scaled diagrams are created and analyzed using mathematical skills throughout science. Students are required to choose the appropriate tools and take accurate measurements during investigations. Sixth grade students also use their mathematics curriculum in other areas by applying their developing knowledge of statistics to understand and evaluate information presented to them in other subject areas (e.g. social sciences). Reasoning and explaining skills developed in math are applied to all subject areas when possible, developing a deeper sense of critical thinking.

In sixth grade, students complete a progression of lessons to understand factoring. Beginning with an analysis of grouping pennies in a way that can be quickly understood, students then represent the visual/physical examples with numerical expressions. Order of operations is also applied at this point as students begin to combine multiplying groups and adding leftovers. A final lesson focuses on creating a variety of different arrays for specific numbers, with emphasis on understanding the role of factors and prime numbers.
Seventh Grade: In seventh grade, students add to their repertoire of computational skills by mastering exponents and the factoring of numerators and denominators. In continued preparation for a successful Algebra I experience in eighth grade, they use computational skills to solve for unknowns in a variety of problem types, including using the Pythagorean theorem to find an unknown side of a triangle, computing rates of increase and decrease, computing simple and compound interest, and finding the surface area and volume of three-dimensional figures. Students build on their sixth grade work with ratios and proportions to solve increasingly complex problems and will begin graphing linear functions and working with slope. A sample seventh grade math lesson involves students in the process of finding different ways to represent the probability of an event occurring. Groups create systematic lists, charts, and tree diagrams to show different ways of determining the number of possible outcomes and answer corresponding questions. Throughout the process, students are encouraged to find a variety of ways to represent the information, and determine a way that works best for them.

As in sixth grade, seventh graders apply mathematical skills to understand and find new ways of looking at information encountered in other subject areas. Seventh graders, whose writing standards require them to enhance written and oral reports with specific examples, focus particularly on using their knowledge of statistics to provide support for their theses. Cross-content literacy skills, such as written justifications, reading technical directions, summarizing information are necessary for communicating mathematical understanding. Character-building skills, such as working in teams and a constructivist approach to problem-solving, prepares students to communicate and collaborate around math. Advanced seventh grade students may enroll in Algebra I (see course description below).

Eighth Grade: Eighth grade math instruction focuses on Algebra I for all students. Students develop proficiency in the symbolic language of math and science, learn how to solve various types of algebraic equations, and work on correctly applying this knowledge to a variety of problem situations. Students build on work with linear equations begun in sixth grade, incorporating concepts such as absolute value, x and y intercepts, squares and square roots, and two variable equations. They also work with the quadratic formula and solve quadratic equations. Instruction will emphasize the ability to match new algebraic problem solving techniques to problem situations, involving, whenever possible, science and other content area curricula.

A sample eighth grade algebra lesson involves students using “guess and check” strategies to solve problems with multiple variables, such as problems solved using systems of equations. Groups work together to strategize possible answers, try the guess, and then analyze the answer for closeness to the solution needed. Eighth grade students are expected to use Excel and simple database programs to enhance their written and oral presentations and apply their knowledge of algebraic formulas to manipulate data and create graphic representations of data.

SCIENCE

The goal of the science curriculum is to promote scientific thinking skills among students and enable them to become scientifically literate citizens. Central to the curriculum is the belief that science is an inquiry-based discipline whereby learning occurs through exploration and experience that is supported by instruction. Teachers at all grade levels focus on incorporating science in tandem with
other subject areas to show students how science is dynamically interconnected to other spheres of life. Students will have a variety of experiences within the classroom to connect science to real-world situations. By exploring the relationship between science and art, students stretch their imaginations and bring more interest, creativity, and self-expression to an area that has traditionally been taught in isolation.

**ELEMENTARY GRADES, K-5**

Using the standards as a foundation, the science curriculum builds on students’ prior knowledge, experiences, and strengths. Instructional materials include the standards-aligned Lawrence Hall of Science FOSS science kits and texts, which are supplemented with teacher-designed units, primary sources, guest speakers, and experiential learning. At all grade levels, science units are taught in the areas of the physical, life, and earth sciences. The lessons provided by the kits focus on process through simple experiments and products through a culminating task. As an example, in the third grade water module, students first explore water’s importance to human life. Next, they learn about the properties of water in different states. Following this, students perform experiments on water vapor and evaporation to understand the water cycle. The culminating activity allows students to demonstrate enduring understandings by practice and application of these concepts to create their own waterwheel as a power source.

Interdisciplinary connections include math measurement, such as weighing water and measuring water drops, and music by studying the vibration and sounds of water movement through the earth. Students who are kinesthetic learners can create bracelets where different-colored beads correspond to different phases of the water cycle. Light blue represents precipitation, dark blue includes all places where rainwater flows, yellow is the sun changing water from a liquid to a gaseous state, and green represents transpiration. All of these activities embrace a constructivist, thematic approach to learning science.

Teachers also create units that are designed to further student’s understanding of the scientific process and that correspond to the California standards (e.g., systems, change, structure and function, diversity, cause and effect, and energy). Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts. In addition, guest speakers are invited to show students the relevance and application of science in everyday life.

An integral part of the inquiry-based units are activities conducted around predicting and making hypotheses, recording observations, and using data to reach conclusions. Technology is incorporated into science activities where appropriate: Microsoft Office (Word, Excel, PowerPoint) facilitates data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, is used to scaffold content for English Learners and create challenging assignments for advanced students.

The following subsections identify the scope of science instruction at each grade level.

**Kindergarten:** Kindergarten students are introduced to basic scientific processes: observing, classifying, comparing, measuring, questioning, and predicting. Thematic units are based on the FOSS kits. In the first unit, Wood and Paper, students learn that properties of materials can be observed, measured, and predicted through learning about a wide variety of wood materials and papers. Students observe five samples of wood and use their senses such as sight, touch, sound,
and smell to describe each wood type. They begin with free exploration, hunt for matching samples, experiment with water by wetting samples and floating them in basins. Observations are recorded on a graphic organizer to compare and contrast each sample. Various properties are observed in these materials and students discover through hands-on experience what happens when subjected to a number of tests and interactions with other materials. They make hypotheses about the how to sink the samples, and test those guesses. Students also learn that wood and paper can be recycled to create new properties. Finally, they organize their data into graphs. Students use what they know about the properties of these materials as they change wood and paper into a variety of products including paper mache bowls and paper mats.

In the second unit, Animals Two by Two, students interact with some common land and water animals. They learn to observe and care for the animals over time, and compare the structures and behaviors of different types of animals, including goldfish and guppies and land and water snails. Students also observe interactions of animals with their surroundings and care for and feed the animals. In addition to addressing the life science standards, this unit reinforces the process of observation, communication, and comparison. Students record observations and communicate ideas through charts and drawings, as well as orally.

First Grade: Major units of study in first grade include animals, states of matter (solids, liquids, and gasses), and weather. While studying these areas, students develop the scientific skills of classifying, comparing and contrasting, identifying cause and effect relationships, hypothesizing, making observations by drawing and labeling pictures, and recording data in charts and bar graphs.

During the first grade study of animals, students explore the ways that physical characteristics of animals, such as body structure, body coverings, and mouth parts, allow them to adapt to different habitats. Students apply their expanding knowledge of animal characteristics to compare and contrast different animals and to group animals by shared characteristics. As part of this study, students also identify commonalities among all animals, such as reproduction, movement, and the need for food and water. Students create their own fictional animals, deciding on physical characteristics corresponding to the animal’s environment, diet, and potential enemies.

During the study of states of matter, students develop vocabulary to describe characteristics of each state while experiencing corresponding hands-on activities provided by the FOSS Solids and Liquids Kit for first grade. They use such vocabulary and accurate drawings to record observations of objects. Students also identify and explain the cause and effect relationships between changes in temperature and changes in state of matter. Graphic organizers, including flow maps, are used to facilitate understandings of these concepts.

During the study of weather, students observe and record variations in temperature, wind, clouds, and precipitation over a period of several weeks. In order to do this, students learn to use and in some cases create scientific instruments such as an anemometer, thermometer, and rain gauge. This information is recorded and analyzed by students in charts and bar graphs. Students also relate their previous learning about states of matter to the study of weather, identifying the changing states of matter in the water cycle.

Second Grade: Second grade students explore a variety of scientific topics through hands-on investigations, many of which are laid out in the FOSS kits. Observations are a major source of information and experiences, as students record and share what they observe with others. The
themes covered in second grade include: Balance and Motion, a unit designed to increase students’ understanding of movement in the world around them; Insects, a module that increases student awareness of animal forms; and Pebbles, Sand, and Silt, a unit that introduces students to earth science through an investigation of rocks.

Students are introduced to the second grade life science standards, which focus on life cycles, through an in-depth study of insects. They begin their study with an investigation of mealworms. After activating prior knowledge about insects, students are each given two mealworms to care for. They create appropriate environments for the mealworms to live, after a discussion about the needs of all living organisms. Students observe their insects using hand lenses and by touching them. Observations are recorded in a class calendar as well as in personal mealworm journals.

Students discover the stages of the life cycle first-hand, as they encounter the physical changes in their insect from larva, to pupa, and adult. Other insects are introduced and studied in class, allowing students the chance to compare structures and behaviors, and similarities and differences in the life cycle. In order to address the important and sensitive topic of death, teachers might read a book such as Lifetimes, by Bryan Mellonie and Robert Ingpen, and hold a class discussion. Students record data on summary charts, make hypotheses (When will the larvae pupate? What will the adult form be?), create timelines and Venn-diagrams to compare life-spans of insects, and integrate math skills such as graphing, multiplication, and problem-solving. To support students, especially English Learners, word banks with pictures are created and posted of new vocabulary and each lesson ends with students articulating and recording what they learned.

In addition to providing students with a strong knowledge base for more advanced scientific study in the upper grades, second grade investigations are intended to foster our students’ natural curiosity in the world around them and to promote the spirit of scientific inquiry. By encouraging them to investigate freely, ask questions about what they observe, and solve problems through trial and error, students often construct their own meaning of the material by discovering scientific phenomena independently. Students leaving the second grade not only have the vocabulary necessary to discuss scientific topics, but they also understand that science means observing, thinking, and asking questions about the world around them.

**Third Grade:** Students learn science through hands-on activities and experiments supplemented by content area reading of magazine articles and informational texts. Investigation and experimentation standards are integrated in units throughout the year so that students learn the habits of scientists in real application. Students ask questions, perform investigations, and use data to draw conclusions.

In the area of physical sciences, students study Energy, Matter, and Light. Students learn about forms of energy, stored energy, and the transfer of energy. Students review the three types of matter and further explore the properties of each type. The study of light centers around the sun and its role in the creation of shadows. Students also learn about different colors of light and how humans see light.

The study of life sciences focuses on animal and plant structures, behaviors, and adaptations. Students learn about diverse life forms, the areas in which they live, and the changes to the environment that they affect. Students break into small groups to investigate and then report their
findings to others in the class. When students are learning about extinct animals and live organisms that resemble them they may travel to the La Brea Tar Pits to learn about this unique local area.

Earth science centers around the study of the stars, the moon, and the planets. Students learn about the predictability of the stars, the moon’s four-week lunar cycle, and the position of the sun in the sky. Students keep a moon journal to record their observations and understand the cycle. Students also learn about the telescope and how it is used.

**Fourth Grade:** Students in fourth grade expand their scientific knowledge by learning to ask meaningful questions and conducting careful experiments and investigations. In physical science, students learn about electricity and magnetism through hands on experiments such as creating a light bulb and producing magnetic fields. Students learn to test for magnetism in a variety of ways, and later apply this knowledge to a property of the mineral magnetite. In life science, students deepen their understanding of living organisms through an in-depth study of ecosystems and the components of a food chain. Students label parts of a food chain with their role, explain relationships between organisms, and describe the affect of the environment on organisms. Finally, in earth science, students learn to distinguish between different types of rocks and the properties that make them.

To study the properties of common rock-forming minerals, students are introduced to calcite. Prior knowledge of rocks and minerals is activated, as well as the importance of making careful observations. Since calcite effervesces in acid and no other minerals react this way, this property is useful in detecting calcite in rocks. In small groups, students observe samples of basalt, marble, sandstone, and limestone. Students must then design and conduct an experiment allowing them to determine which samples contain calcite. Students carefully observe what happens when different rocks are added to vials of vinegar. After the experiment, students exchange observations and record their findings in their earth science notebooks. In order to provide more conclusive evidence, teachers challenge students to design another test, different from the acid test, to determine the presence of calcite. The teacher supplies the students with the appropriate materials and activates background knowledge about evaporation. Groups then design a second experiment, and report their results. Throughout the investigation, the teacher provides appropriate scaffolding in the form of questioning techniques, heterogeneous groupings, and graphic organizers designed to help students track cause and effect relationships. As an extension, students read *The Two Boys: An Aborigine Story from Australia* to discuss the difference between the manner in which folktales attempt to explain versus the way scientists search for answers. Through these hands on experiments, students learn problem-solving skills, enhance investigative skills, and continue to strengthen comprehension through cooperative groups.

**Fifth Grade:** Fifth grade instruction builds on the scientific process, as students learn to develop testable questions and conduct careful investigations in order to draw conclusions. This process is practiced in each of the three strands of physical, earth, and life sciences. For example, in the Mixtures and Solutions module, students are introduced to chemistry as they explore the structures of matter and the way it can transform due to influences. They systematically mix combinations of solid materials (calcium chloride, baking soda, and citric acid) with water and observe changes that occur. Changes, such as the formation of gas or a white precipitation, are identified as chemical reactions. Students investigate these reactions and the materials they produce, recording their observations and rationales in their Science Notebooks. Students also complete chemical equations to show how new substances are produced and atoms are conserved.
The Living Systems module uses readings, videos, and investigations to introduce students to transport systems in multicellular organisms. For example, students design and conduct experiments to determine the importance of leaves in vascular plants. Students use multiple resources, including the internet, to collect information about plants. Students collect and classify leaves according to specific criteria for use in their investigations. In earth science, students explore the dynamics of water and weather and their affect on the earth’s atmosphere. Students “become” water molecules as part of a lesson on the water cycle, track the causes and effects of severe weather, and make weather maps that they use to forecast weather. Pending funds availability, students will culminate their study of earth with a three day, two night overnight camping trip to Temescal Canyon, where they explore resources and apply what they learned in the classroom in a natural environment.

**MIDDLE GRADES, 6-8**
The 6-8th grade science curriculum, aligned with California state standards, allows students at each grade level to explore in greater depth the earth, life, and physical sciences. Science instruction in the middle grades also aims to expose students to both the academic content and the scientific experiences (designing and conducting experiments, use of technological and laboratory equipment) that will prepare them both for high school science courses and the study of sciences at the college level.

Teachers instruct students using both state adopted science textbooks, such as CPO, and hands-on/laboratory programs such as FOSS kits. In addition, teachers may utilize popular scientific publications (e.g. Nature, Popular Mechanics), visits to museums and research institutions, the natural resources of the surrounding area (e.g. analyzing water quality in the Los Angeles River, conducting a survey of plant life in Temescal Canyon), and presentations by scientific professionals.

Science instruction incorporates and reinforces mathematics standards whenever possible, enabling students to see the strong connection between the two subjects and broadening their understanding of both. Key reading standards are identified by grade level teaching teams and reinforced during science instruction as students encounter challenging scientific text, and key writing and speaking skills will be used when presenting information (e.g. the results of an experiment). As in other subject areas, projects designed to allow students to demonstrate their mastery of knowledge through written and/or oral presentation are used in addition to more traditional assessments (e.g. those taken from state adopted textbooks).

**Sixth Grade:** Sixth grade students focus on Earth Sciences, including geology, geophysics, and ecology. Students learn about the composition and structure of the earth and develop an understanding of plate tectonics and its relationship to the topography of the earth’s surface. They understand how geologic events occur, such as earthquakes, volcanoes, and mountain building. As residents of California, students apply this knowledge to understanding the geological and topographical features of their own state and community, analyzing the geologic events typical to the area. The study of geology and topography connects to the study of geography and its impact on ancient cultures in their social science course. Students learn about the different forms of energy on the earth, how these forms are distributed through land and water, and how changes in energy can result in changes in weather.
The ecology portion of the sixth grade science course focuses on ecosystems and how energy and matter are distributed and exchanged among different members of ecosystems. Students learn that organisms can be classified by the role they play in an ecosystem and that the composition and balance of ecosystems can be effected by environmental factors such as temperature, availability of food and water resources, and soil composition. Students also study natural resources, particularly energy resources.

The science curriculum integrates investigations, observations, and experiments throughout each chapter, in preparation for a science fair at the end of the year. Students develop a critical approach to analyzing the validity and use of variables. Comprehension strategies and skills are accessed throughout science readings in the textbook and resources; writing strategies and skills are practiced in the development of science answers.

Seventh Grade: Science instruction during the seventh grade year is focused on life sciences. Students learn about living organisms and explore how this knowledge can be applied in fields such as medicine, agriculture, and environmental management. The seventh grade life sciences course prepares students for success in a challenging high school biology course.

As part of the life science curriculum, students study cell biology, genetics, and evolution. In order to apply the information in a contextual way, students conduct dissections (a cow eye, worm, and frog). Many topics explored during the course are thematically linked with health standards in which students focus on biological changes occurring in their own lives and through human reproduction. The study of genetics in particular also allows integration with many seventh grade math skills (e.g. probability).

Seventh graders conclude the year by combining their knowledge of body systems and cell development to understand the role of evolution in living organisms. Adaptations and change over time are considered for their purpose and necessity. A culminating science fair allows students to combine their knowledge with the scientific method to produce an experiment using all steps and controlling variables.

Eighth Grade: Eighth grade students focus on the physical sciences, preparing themselves for success in high school physics and chemistry classes. Although math and science are heavily integrated in grades 6-8, the extent to which eighth grade math (Algebra I) skills are reinforced and practiced through the physical science curriculum is even greater than at other grade levels. This is due both to the need for extra practice time to master challenging Algebra I content and to the strong mathematical base of science beginning at this level and increasing in the high school years. For success in high school science and beyond, students need to be comfortable and proficient choosing and using mathematical operations and formulas to solve scientific problems.

Eighth grade students study the physical concepts of motion, including speed and velocity, force, and mass. Study of each of these elements are strategically integrated with study of algebraic concepts such as linear equations, slope, and two-variable equations. One activity may involve the exploration of pendulums, controlling variables, and exploring the quadratic relationship between swings and length. Students also study the structure of matter, beginning with the atom and including the elements of the periodic table, molecules, compounds, and solutions. Eighth grade studies culminate with the study of the earth and other components of our solar system, including other planets, satellites, asteroids, and comets.
The eighth grade science curriculum is also connected to the setting of long-term college and career goals occurring in the advisory curriculum. Students have access to students and professionals in the scientific fields studied, may visit workplaces and institutions where scientific research takes place, and will identify how the knowledge gained in their science course can tie into their specific goals for education and employment. The eighth grade year concludes with a science fair in which students decide their own topic of study, design the components of their experiment, conduct research, collect and analyze data, and develop a conclusion.

**VISUAL AND PERFORMING ARTS**

The goal of the standards-aligned visual and performing arts curriculum, focused on dance, is to encourage students to express ideas and understanding of the arts with accuracy, proficiency and aesthetic effectiveness. The strands for visual and performing arts are as follows:

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

**DANCE**

As the centerpiece of visual and performing arts, the goal of dance instruction is to train students and develop strong bodies through rigorous techniques of Tap, Modern, Ballet, Contemporary, Hip-Hop and Jazz dance instruction. GCS' K-8th grade dance curriculum is built on the curriculum design of *everybody dance!* Geared towards inner-city children, this high-caliber dance program features exceptional instruction by a faculty of world-class dancers. In addition to providing daily dance instruction at GCS, *everybody dance!* since 2000 has partnered with Camino Nuevo Charter Academy, a charter school to provide dance classes between one and five times weekly (depending on grade) to grades K-8 at four of Camino’s inner-city campuses. The philosophy of *everybody dance!* is to impart to each child the benefits of dance training: healthy bodies, alert minds, self-discipline, team work and a love and appreciation for dance, music and the arts.

Building on the *everybody dance!* program and the schedules and curriculum already in place at GCS, GCS dance instructors will teach dance as a discrete subject and will focus on the concepts and skills of dance movement vocabulary, dance making, dance sharing, and dance inquiry in various dance forms and styles.

At GCS, daily dance instruction is provided to all students from a professional dance faculty composed of thirteen instructors. (Their impressive bios are attached in Appendix D.) All students take an integrated movement and choreography class once per week and study two additional dance forms, depending on grade level, the remaining two days of the week. Kindergarteners take Ballet and Reading in Motion classes that reinforce letter recognition and phonemic awareness through creative movement and music, first graders study Ballet and Creative Movement, second graders study Ballet and Theatre Dance, third and fourth graders study Ballet and Tap, fifth and sixth graders study Modern and Jazz dance, seventh and eighth graders study Contemporary and Hip-Hop. A sample schedule of GCS dance classes for the 2012-2013 academic year is set forth on the following page.
The dance objectives throughout our curriculum are aligned with the California Content Standards:

<table>
<thead>
<tr>
<th>California Content Standards</th>
<th>Gabriella/everybody dance! Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceive and respond using the elements of dance. Demonstrate movement skills, process</td>
<td>• Develop motor skills and technical abilities</td>
</tr>
<tr>
<td>information, and describe movement with the vocabulary of dance</td>
<td>• Develop dance vocabulary and active listening skills</td>
</tr>
<tr>
<td>Apply choreographic principles, processes, and skills to create and communicate meaning</td>
<td>• Use improvisation and creative expression to perform dances based on individual</td>
</tr>
<tr>
<td>through improvisation, composition, and performance of dance</td>
<td>ideas and concepts from other sources</td>
</tr>
<tr>
<td>Analyze the function and development of dance in past and present cultures throughout the</td>
<td>• Gain knowledge of historical and cultural aspects of dance</td>
</tr>
<tr>
<td>world</td>
<td>• Compare and contrast two different dance forms and how history affects elements</td>
</tr>
<tr>
<td>Critically assess and derive meaning from works of dance, performance of dancers, and original</td>
<td>• Identify aesthetic criteria for evaluating dance</td>
</tr>
<tr>
<td>works according to the elements of dance and aesthetic qualities</td>
<td>(skill levels, originality, visual impact)</td>
</tr>
<tr>
<td>Apply what is learned in dance to learning across subject areas. Develop competencies and</td>
<td>• Possess ability to work in small groups and with partners</td>
</tr>
<tr>
<td>skills in problem-solving, communication, and management of time and resources that</td>
<td>• Learn anatomical knowledge and understanding of what muscles do for the body</td>
</tr>
<tr>
<td>contribute to lifelong and career skills.</td>
<td>• Make connections between dance and academic areas</td>
</tr>
</tbody>
</table>

Gabriella Charter School Renewal Petition for a Five-Year Term (2013-2018)
The interdisciplinary curriculum allows students to channel emotions and express themselves in creative forms, with the objective of instilling value and lifelong pursuit of the arts, as well as tolerance and respect for diversity. Exploration furthers students’ understanding of artistic elements and principles of visual design. By engaging in visual and performing arts, students enhance their knowledge of core academic subjects, such as language arts and social studies, apply critical thinking skills and acquire artistic skill and style.

### 2012-2013 GCS Dance Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Friday</th>
<th>Time</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:25</td>
<td>7th Grade A (1) Sara - Hip Hop</td>
<td>7th Grade A (1) Sara - Hip Hop</td>
<td>7th Grade A (1) Joe - Contemp</td>
<td>7th Grade A (1) Joe - Contemp</td>
<td>8:45-</td>
<td>5th Grade A (2) Sophia - Modern</td>
</tr>
<tr>
<td></td>
<td>7th Grade B (3) Allison - Hip Hop</td>
<td>7th Grade B (3) Allison - Hip Hop</td>
<td>7th Grade B (3) Ali - Contemp</td>
<td>7th Grade B (3) Ali - Contemp</td>
<td>9:30-</td>
<td>5th Grade B (1) Jamie - Chooeo</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>4th Grade A (1) Carol - Tap</td>
<td>4th Grade A (1) Carol - Tap</td>
<td>4th Grade A (2) Ali - Ballet</td>
<td>4th Grade A (2) Ali - Ballet</td>
<td>10:15-</td>
<td>6th Grade B (2) Nancy - Chooeo</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>2nd Grade A (2) Sara - Theatre</td>
<td>2nd Grade A (2) Sara - Theatre</td>
<td>2nd Grade A (2) Courtney A - Ballet</td>
<td>2nd Grade A (2) Courtney A - Ballet</td>
<td>11:00-</td>
<td>6th Grade B (1) Jamie - Tap</td>
</tr>
<tr>
<td></td>
<td>2nd Grade B (2) Joe - Theatre</td>
<td>2nd Grade B (2) Joe - Theatre</td>
<td>2nd Grade B (2) Courtney A - Ballet</td>
<td>2nd Grade B (2) Courtney A - Ballet</td>
<td>11:45-</td>
<td>7th Grade B (1) Nancy - Ballet</td>
</tr>
<tr>
<td></td>
<td>3rd Grade A (1) Jamie - Tap</td>
<td>3rd Grade A (1) Jamie - Tap</td>
<td>3rd Grade A (1) Sophia - Chooeo</td>
<td>3rd Grade A (1) Sophia - Chooeo</td>
<td>12:30-</td>
<td>4th Grade A (2) Kelly - Chooeo</td>
</tr>
<tr>
<td></td>
<td>3rd Grade B (1) Sophia - Chooeo</td>
<td>3rd Grade B (1) Sophia - Chooeo</td>
<td>3rd Grade B (1) Nancy - Ballet</td>
<td>3rd Grade B (1) Nancy - Ballet</td>
<td>1:20-</td>
<td>4th Grade B (1) Ali - Chooeo</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>5th Grade A (2) Chooeo - Contemp</td>
<td>5th Grade A (2) Chooeo - Contemp</td>
<td>5th Grade A (2) Sophia - Modern</td>
<td>5th Grade A (2) Sophia - Modern</td>
<td>2:15-</td>
<td>5th Grade A (2) Ali - Chooeo</td>
</tr>
<tr>
<td></td>
<td>5th Grade B (1) Nancy - Modern</td>
<td>5th Grade B (1) Nancy - Modern</td>
<td>5th Grade B (1) Joe - Jazz</td>
<td>5th Grade B (1) Joe - Jazz</td>
<td>3:00-</td>
<td>5th Grade B (1) Jamie - Tap</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>1st Grade A (1) Jamie - Ballet</td>
<td>1st Grade A (1) Jamie - Ballet</td>
<td>1st Grade A (1) Courtney B - CM</td>
<td>1st Grade A (1) Courtney B - CM</td>
<td>3:55-</td>
<td>6th Grade B (1) Jamie - Tap</td>
</tr>
<tr>
<td></td>
<td>1st Grade B (1) Nancy - CM</td>
<td>1st Grade B (1) Nancy - CM</td>
<td>1st Grade B (1) Chooeo - Contemp</td>
<td>1st Grade B (1) Chooeo - Contemp</td>
<td>5:45-</td>
<td>6th Grade B (1) Jamie - Tap</td>
</tr>
<tr>
<td>1:45-2:30</td>
<td>Kinder A (2) Chooeo - RIM</td>
<td>Kinder A (2) Chooeo - RIM</td>
<td>Kinder A (2) Jamie - Ballet</td>
<td>Kinder A (2) Jamie - Ballet</td>
<td>8:30-</td>
<td>1st Grade A (1) Jamie - Ballet</td>
</tr>
<tr>
<td></td>
<td>Kinder B (2) Kelly - RIM</td>
<td>Kinder B (2) Kelly - RIM</td>
<td>Kinder B (2) Courtney A - Ballet</td>
<td>Kinder B (2) Courtney A - Ballet</td>
<td>9:00-</td>
<td>1st Grade B (1) Jamie - Ballet</td>
</tr>
<tr>
<td>2:30-3:25</td>
<td>8th Grade A (1) Sara - Hip Hop</td>
<td>8th Grade A (1) Sara - Hip Hop</td>
<td>8th Grade A (1) Joe - Contemp</td>
<td>8th Grade A (1) Joe - Contemp</td>
<td>9:45-</td>
<td>1st Grade A (1) Jamie - Tap</td>
</tr>
<tr>
<td></td>
<td>8th Grade B (2) Allison - Hip Hop</td>
<td>8th Grade B (2) Allison - Hip Hop</td>
<td>8th Grade B (2) Whitney - Contemp</td>
<td>8th Grade B (2) Whitney - Contemp</td>
<td>10:30-</td>
<td>1st Grade B (1) Jamie - Tap</td>
</tr>
<tr>
<td></td>
<td>6th Grade B (2) Jamie - Jazz</td>
<td>6th Grade B (2) Jamie - Jazz</td>
<td>6th Grade B (2) Whitney - Modern</td>
<td>6th Grade B (2) Whitney - Modern</td>
<td>12:00-</td>
<td>1st Grade B (1) Jamie - Tap</td>
</tr>
</tbody>
</table>
All students participate in dance education five days a week. To reinforce a classical element of the dance program, K-3rd graders receive ballet as well as another dance genre twice weekly, and integrative movement and choreography once a week. 4th-5th graders study Modern dance as well as another dance genre twice weekly, and integrative movement and choreography once a week. Dance instructors work with classroom teachers to implement more kinesthetic learning across the curriculum through dance and movement, integrating core content area standards into the dance studio and vice versa. For example, eighth graders study matters of solids, liquids, and gases in core science class. In the dance studio eighth graders create mini-dances displaying the definition of each matter via movement. The dance program culminates in one year-end performance for the entire student body and their families, and several dance “publishing” parties throughout the year.

A description of each dance class by grade level, including expected outcomes, is set forth below:

**Kindergarten:**

**Ballet:** Students acquire basic ballet vocabulary, i.e. “plie”, “tendu”, “releve”, and “sauté.” Students learn how to warm and stretch their bodies and muscles through a variety of imagery-focused games. Students learn how to move (both as a group and individually) in a circle, semi-circle, straight line and diagonal line, providing students with greater spatial and body awareness.

**Reading In Motion:** The goal of this program is to provide students a “whole body” learning experience in order to provide them additional tools and skills required to meet grade-level reading goals. Students use their entire bodies and minds to master reading skills, as teachers utilize music as the primary teaching tool (rhythm, tempo, and call-and-response lyrics) to create an engaging learning environment. The curriculum is organized around four areas: phonemic awareness, letter decoding, oral fluency, and comprehension, and lessons are tailored to the developmental level of students. These skills are explored through movement, music and drama.

**Choreography:** Students begin to learn the vocabulary of choreography, including these dance concepts: expand and contract, rotate, travel, stillness, mirroring and the “Language of Dance” (LOD) symbols that coincide with these terms. Students practice working in small groups and as a group. Students begin to learn how to choreograph a mini-dance, while beginning to develop as critical dance observers and engaging in dance dialogue with their peers.

**1st Grade:**

**Ballet:** Students gain a fundamental knowledge of movement vocabulary with an emphasis on ballet terminology and technique and basic knowledge of dance etiquette and dance behavior. They understand the following concepts: High and low, up and down, turning, directional changes, mirroring as well as different qualities of movement such as hard and soft, loose and strong, fast and slow. Students work in large and small groups and on an individual basis while increasing their body and spatial awareness. They also begin to observe themselves and their classmates with a critical eye.

**Creative Movement:** Students acquire a strong understanding of creative movement terminology evident through their written documentation, vocabulary, and dance performance. Students learn how to perform basic axial and locomotor body positions, movements, and patterns without teacher demonstration. Additionally, students memorize and correctly name such body positions, movements, and patterns using dance terminology. Students learn to work in small groups and as a
cohesive group and learn how to critique their own performances as well as the performances of peers. Additionally, students expand their use of the observer lens through class discussions about professional dance videos.

**Choreography:** Through movement exploration, observation, replication and recall, students develop kinesthetic and self-awareness; understand dance concepts; and build fine and large motor skills. Students explore improvising to text and explore moving as solids, liquids and gases. Students invent dance movements to create their own dances; learn basic vocabulary of various dance forms and simple dances; reflect upon their own and other’s work; and understand the purpose, routine, and behavior of a dance class.

**2nd Grade:**
**Ballet:** Students acquire a strong understanding of basic ballet technique and terminology evident through their written documentation, vocabulary, and dance performance. Students learn to perform basic axial and locomotor body positions, movements, and patterns without teacher demonstration. Additionally, students memorize and correctly name such body positions, movements, and patterns using ballet terminology. Students practice working in small groups and as a cohesive group and learn to critique their own performances as well as the performances of their peers.

**Theater Dance:** Students learn the fundamentals of dance theatre. Theatrical terms and concepts explored include character, personality, gestures, facial expressions and posture. Students discuss feelings and how they affect the way we move. Students use choreographic dance patterns to demonstrate varying emotional states or thought processes. Students learn how to create spatial formations: straight line, circle, diagonal, etc. Students practice working as an individual, in pairs, in small groups and as an entire class. Students engage in constructive criticism of peers' performances.

**Choreography:** Students learn and apply dance vocabulary and symbols to respond to and make observations about dance. Students are introduced to the many ways people express themselves through dance. Students develop a basic choreography vocabulary, demonstrating the ability to express basic elements of dance by naming and demonstrating different body parts, shapes, actions, dynamics, directions, levels, paths and relationships. By the end of the year, students make connections by exploring and inventing body movements to create an original student dance inspired by literature studied in their classroom and written work created on their own.

**3rd Grade:**
**Ballet:** Students learn to demonstrate ballet class etiquette including: how to move and where to put a ballet barre, and how to return a ballet barre quickly and safely. They also learn to work at the barre while observing the following rules: no hanging on barre, no leaning on barre. They learn to set themselves up at the barre at least an arms-length away from their neighbor. Students begin to demonstrate ballet movement proficiently with proper body form legs and engaged center. Students learn a dance that requires them to know their own right and left, and they gain understanding of the dance concept of mirroring. Students also learn the following locomotor steps: walk, backward walk, prance, slide, skitter. They learn to differentiate between, releve, eleve, plie and flat. They also learn to work in both parallel, first, and second position.
Tap: Students acquire basic understanding of tap vocabulary. Terms and concepts include step, heel drop, shuffle, flap, ball change, hop, leap, cramp roll, tip, pivot turn, single time step, paddle and roll, buffalo, Irish, scuff, riff, etc. Students learn to recognize the downbeat of the music and count, making their tap sounds line up with the music. Students create spatial formations: straight line, circle, diagonal, etc. Students practice working as an individual, in pairs, in small groups and as an entire class. Students engage in constructive criticism of peers’ performances.

Choreography: Students learn and apply dance vocabulary and dance symbols to respond to and make observations about dance. They are introduced to the many ways people dance around the world, and how dance influences different cultures, including Native American Indian culture. By actively observing the movement of other students, people and things; and learning dances from various cultures and historical periods, students learn to apply dance concepts to the world outside the classroom, recognizing that every student has a cultural background, and understanding that people danced differently in different historical periods. By the end of the 3rd grade, students are able to respond to other cultures and their art discipline through movement, and understand how other art media can be integrated with dance to clearly express an intention.

4th Grade:

Ballet: Students gain knowledge of proper ballet class structure and basic ballet vocabulary. The class expands on previously learned concepts to incorporate more technique. By the end of the school year, students are able to perform an entire ballet class, complete with “barre,” center, and across the floor exercises, in addition to their stretching, strengthening & conditioning portions.

Modern: Students learn the seven qualities of movement (swing, explode, collapse, vibrate, sustain, suspend, staccato) and begin to identify them in choreography. They start demonstrating certain qualities as movement (just vibrate) and begin to adapt certain movements by changing the quality. For example: crawl vs. crawl and vibrate. Students deepen their understanding of dance alignment as they work toward engaging their centers, while breathing fully. Students become more adept at using plie in their dancing as they work toward more horizontal movement and cover more space in their dancing. Students demonstrate modern dance rolls such as "booty roll" and lunge roll.

Tap:
Students will build upon what they learned in 3rd grade and begin to work in varied meters and rhythms. Vocabulary will include double time steps, triple time steps, traveling time steps, the famous Shim Sham dance, rhythm turns, a deeper understanding of musicality as it relates to tap dancing (namely, types of feels of music, syncopation, varied time signatures). Students will explore important notable tap figures in history (Bill Robinson, The Nicholas Brothers, Jimmy Slyde) and also develop their improvisation skills.

5th Grade:

Modern: Students built upon the qualities of movement that they learned in previous years and start to really work with choreography. They are introduced to the masters of modern dance: Martha Graham, Lester Horton, Merce Cunningham, and Alvin Ailey. They start to learn more complicated movement sequences in both a set warm up, incorporating plies, tendus, swings, laterals and flat backs, as well as core work on the floor. They also move across the floor with triplets, prances, and various runs. Finally they learn center combinations that bring in multi level changes with jumps and rolls. In addition to physical level changes, they work with tempo and start
to incorporate emotion into their dance. This work is supplemented with video and live performance to make them patrons as well as participants in the arts.

**Jazz:** Students acquire fundamental knowledge of jazz. In jazz students are capable of identifying general movement characteristics of the jazz genre from the audience and performer perspective, comparing and contrasting jazz dance with other previously learned dance techniques and performing basic jazz movements. They are also able to combine and perform jazz movements with other dance styles through the instructor’s choreography.

**Choreography:** Students expand their dance vocabulary to refine their understanding and communication of ideas and themes in dance. Students practice constructive criticism using dance language, and explore the elements that contribute to expression and meaning in dance. Students illuminate their relationship to dance by exploring dances of different time periods. They find shared elements among the arts, use video and interactive technology to support dance learning, and analyze the effects of dance on the body and mind.

The following chart details the ballet learning objectives to be achieved by the end of each elementary grade:

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1st &amp; 2nd positions of feet</td>
<td>All Kindergarten terms + skills</td>
<td>All 1st grade terms + skills</td>
<td>All 2nd grade terms + skills</td>
<td>All 3rd grade terms + skills</td>
<td>All 4th grade terms + skills</td>
</tr>
<tr>
<td>• 1st – 5th arm positions</td>
<td>Balance in Elevé</td>
<td>Strength necessary to maintain correct ballet posture throughout the majority of ballet class</td>
<td>Begin to make such technical connections and to strive for strong and correct posture.</td>
<td>Be able to quickly recall, correctly label, and technically perform the following skills:</td>
<td>Fondué</td>
</tr>
<tr>
<td>• Arabesque</td>
<td>Port de bras</td>
<td>Be able to recall, label and perform:</td>
<td>Attitude</td>
<td>Piqué Turn</td>
<td>Piqué</td>
</tr>
<tr>
<td>• Chassé</td>
<td>Battement</td>
<td>3rd and 5th positions of the feet</td>
<td>Arabesque Elevé</td>
<td>Pas de basque</td>
<td>Pas de coté</td>
</tr>
<tr>
<td>• Demi-plié</td>
<td>Piqué</td>
<td>Adagio</td>
<td>Assemblé</td>
<td>Pas de chat</td>
<td>Pas de cheval</td>
</tr>
<tr>
<td>• Elevé</td>
<td>Souté Arabesque</td>
<td>Coupé</td>
<td>Boys Jumps (teacher determined)</td>
<td>Brisé</td>
<td>Grande Battement</td>
</tr>
<tr>
<td>• Échappé</td>
<td>Ballet runs (toe, ball, heel)</td>
<td>Châlés (intro/flat)</td>
<td>Utilization of the Ballet Barre</td>
<td>En Croix</td>
<td>Battement en croix</td>
</tr>
<tr>
<td>• Passé</td>
<td>Arabesque</td>
<td>Chassé Souté Arabesque</td>
<td>Balancé</td>
<td>Dégagé</td>
<td>Ballet Épaulement</td>
</tr>
<tr>
<td>• Souté</td>
<td>Ballet runs (toe, ball, heel)</td>
<td>Changement</td>
<td>Chainé with spot</td>
<td>Pas de bournée (using plié and élevé)</td>
<td>Petite Allegro sequences</td>
</tr>
<tr>
<td>• Tendu</td>
<td>Jeté</td>
<td>Jeté</td>
<td>Développé</td>
<td>Frappé</td>
<td>Grand Allegro sequences</td>
</tr>
<tr>
<td>• Tip Toe</td>
<td>Relevé</td>
<td>Relevé</td>
<td>Grand Plié</td>
<td>Glissade</td>
<td>Sissone</td>
</tr>
<tr>
<td></td>
<td>Tombé Pas de bournée (intro/flat)</td>
<td>Tombé Pas de bournée (intro/flat)</td>
<td>Grand Jeté</td>
<td>Grand Jeté</td>
<td>Soutenu en tournant</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MIDDLE GRADES, 6-8**

To reinforce the classical element of the dance program, each student participate in a ballet-infused Modern or Contemporary as well as another dance genre. Integrative movement and choreography is also incorporated into dance instruction. Two days of the week, sixth graders will study tap, seventh graders will focus on modern dance, and eighth graders will study jazz. In addition, all...
students will have 2 days of Modern or Contemporary and one day of choreography. This dance program will culminate in one year-end performance for the entire student and parent body.

The 6-8th grade dance curriculum is divided into four interrelated areas of study:

- **Dance Movement Vocabulary:** Human movement explored and practiced as dance.
- **Dance Making:** Creating dance shapes, movements, phrases, studies, and complete dances.
- **Dance Sharing:** Communicating with others through dancing, responding to, and recording dance.
- **Dance Inquiry:** Asking questions, researching, and theorizing about dance as it is experienced and expressed in a variety of cultural, social, historical, and philosophical contexts.

Through exposure to all four areas of study, students are better able to understand the significance and history of dance and appreciate their practice as dancers.

The following chart, aligned with California Dance Standards, outlines the scope and sequence of the dance program and weaves each area of study into activities.
## Middle Grades Scope and Sequence: Dance

<table>
<thead>
<tr>
<th>Artistic Perception</th>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong> Students will process, analyze, and respond to sensory information through the language and skills unique to dance. Students perceive and respond using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement using the vocabulary of dance.</td>
<td>Participate safely and regularly in warm-up activities followed by strengthening, endurance, and flexibility exercises. Identify and execute axial and locomotor steps</td>
<td>• Recognize and implement safe dance practices; • Discuss and understand personal and group space. • Warm up the body properly for activity. • Increase balance, strength, and flexibility • Identify three personal goals that challenge the mind and the body and list specific steps to achieve those goals • Demonstrate axial movements of stretching, bending, twisting, reaching, turning, and balancing. • Review and demonstrate simple locomotor steps • Execute teacher directed combinations of locomotor steps. • Design and execute student-created complex locomotor patterns.</td>
</tr>
</tbody>
</table>

### Sample Explorations: Standard 1

- Warm up the body before stretching, land toe-ball-heel, never bounce on a stretched muscle or force a stretch, always stretch after strengthening a muscle group to keep it healthy and in balance, knees over toes.
- To warm up the body and to fill the space evenly, walk through the space for 16 counts, then stretch own way for 16; walk for 8 counts, then stretch in a different way for 8; walk for 4 counts, then stretch for 4; walk for 4 again, stretch for 4.
- While lying on the back, feet in the air, flex and point the feet and roll the ankles to warm them. Legs are straight or knees slightly bent.
- Stand on one leg and stretch the body with the other leg parallel to the floor.
- Focus the mind and body toward specific dance tasks, allow the movement to reflect inner feelings, explore activities that require immediate response to commands.
- Demonstrate walk, run, leap, hop, and jump, along with complex locomotor steps, such as; skip, slide, and gallop.
- Display knowledge of combination taught by the teacher, repeat across floor. Repeat other side.
- Create unusual combinations and variations; e.g., skipping with arms circling to the sides, galloping with legs extended to the side, sliding backward.
### Creative Expression

**Standard 2**: Students create, perform, and participate in dance.

Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.

<table>
<thead>
<tr>
<th>Creative Expression</th>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.</strong></td>
<td><strong>Goals</strong></td>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td></td>
<td>Expand dance vocabulary with movement experiences in time.</td>
<td>• Clap and then move to the beats of slow, medium, and fast tempi.</td>
</tr>
<tr>
<td></td>
<td>Expand dance vocabulary with movement experiences in space.</td>
<td>• Review how to accent the first beat of 2/4, 3/4, 4/4, and 6/8 meters with body parts or by changing the shape of the whole body.</td>
</tr>
<tr>
<td></td>
<td>Expand dance vocabulary with movement experiences using the basic qualities of energy and motion.</td>
<td>• Clap and then move in syncopation (accenting in an unexpected place).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create, notate, and perform an 8-count rhythm pattern; e.g., 1-2-3-4 stretch, 5-6 turn, 7 jump, 8 run, run.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• After seeing a dance, discuss time elements; e.g., identify a place where the dancers moved in syncopation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draw and create a diagram for movement on the floor.</td>
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<tr>
<td></td>
<td></td>
<td>• Explore using isolated body parts as a focal point.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create a sequence using three different body parts as focal points while changing levels, directions, and timing. Perform for the class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Move to a variety of accompaniments using different kinds of energy; e.g., sustained, percussive, swing, collapse, vibratory, suspend, and explode.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• After seeing a dance, discuss energy.</td>
</tr>
<tr>
<td><strong>Sample Explorations: Standard 2</strong></td>
<td><strong>Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>• Accent the second beat of a 4/4 meter instead of the first or third beat, or accent the &quot;and&quot; beat of 2 eighth notes.</td>
<td><strong>Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>• Assign a different type of movement for each type of line; e.g., straight, curved, circular, wavy, zigzag, diagonal. Do this in small groups, show the pattern to the class, and perform the composition.</td>
<td><strong>Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>• Explore, using the elbow as a focal point, and move through the space, changing directions and levels. Change body parts frequently. Explain focus as a way to direct one's energy through the whole body or a single part; e.g., the elbow directing the pathway or the eyes directing the focus to a point in space.</td>
<td><strong>Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>• Create a dance phrase in small groups that uses at least three contrasting kinds of energy. Create a beginning and an end. Show the class.</td>
<td><strong>Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>• Recall a movement phrase that used three or more kinds of energy qualities.</td>
<td><strong>Objectives</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Historical and Cultural Context

**Standard 3:**
Students understand the historical contributions and cultural dimensions of dance.

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

### Goals

- Explore the process of making a dance.
- Create and perform movement solutions.

### Objectives

- Abstract by exaggerating, diminishing, changing the time, space, and energy qualities.
- Explore abstractions of shared feelings between people.
- Explore in small groups choosing a theme and developing it, using the formative parts of choreography.
- Create and set sequences by recalling phrases from improvisations.
- Create movement phrases demonstrating individual, partner, and group capabilities.
- Observe and discuss movement solutions of other classmates/dancers; e.g., describe the unique or creative movement in the dance.
- Explain how to progress from improvisation to making choices to the composition to choreographed dances to responding.
- After observing a concert, discuss production aspects; e.g., lighting, music, costumes, scenery, props.
- Identify the skills a dancer must have.
- After seeing a dance, discuss the elements of form.
- After observing a dance, create a story, poem, prose, sculpture, painting, picture, one-act play, or music as a reflection.

#### Sample Explorations: Standard 3

- Kick in slow motion; do vibratory movement on a low level; distort, repeat, travel.
- Use time, space, and energy, abstract feelings such as greetings and partings.
- Create 2 eight counts of movement and explore using the following choreographic tools: repetition, transition, unity, variety, contrast, and climax.
- Compose the sequences. Add music. If desired, perform in small groups for the class.
- Develop phrases focusing on formations. Perform for the class and discuss individual needs and preferences.
- Using the peer-conference format; observe other groups’ dances and provide feedback to improve their dance.
- Include strength, flexibility, endurance, coordination, agility, sensitivity, control, concentration, and the ability to stay in character and perform to the audience.
- Discuss the choreographer’s possible intent and the elements used to express the idea of the dance and how the dancers and production/behind the scenes staff helped the vision come to life.
- How did the dance inspire? Does the artistic response reflect what was seen in the dance? Discuss choice.
### Aesthetic Value

**Standard 4:** Students will respond to, analyze, and make judgment about works of dance. Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform and understand dances from different time periods and cultures.</td>
<td>• Learn and perform folk dances from around the world and learn and perform social dances; Discuss proper social dance etiquette.</td>
</tr>
<tr>
<td>Recognize and understand the universal language of dance in world culture (past and present.)</td>
<td>• Create and perform an original dance which reflects a particular historical period, nation, region, or culture.</td>
</tr>
<tr>
<td></td>
<td>• Compare traditional folk or ethnic dances around the world. Classify the form and compare the style and role various dances play in each culture.</td>
</tr>
<tr>
<td></td>
<td>• Identify the unique role which theatrical dance has played in world history</td>
</tr>
<tr>
<td></td>
<td>• Identify the unique role of classical dances in world history</td>
</tr>
</tbody>
</table>

**Sample Explorations: Standard 4**
- Learn and perform the waltz, fox-trot, cha-cha, triple swing, or a current popular dance.
- Choose a social dance and create a dance motif from the original choreography to express the dance’s history.
- Analyze the royal courts such as Japanese Bugaku, Indonesian Bedoyo, and stately ceremonies of African Kings, and identify how they influenced dance.
- Explain how ballet, kabuki, and modern dance molded the dance community

### Connection, Relationships, Applications

**Standard 5:** Connecting and applying what is learned in dance to learning in other art forms, subject areas, and careers. Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in, or related to, dance.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make connections between dance and other disciplines.</td>
<td>• Create a dance project that reveals similarities and differences between the arts.</td>
</tr>
<tr>
<td></td>
<td>• Explore moving using the contrasts and mood of the painting. Set phrases, create dance. After showing, discuss choices.</td>
</tr>
<tr>
<td></td>
<td>• Create a dance project that reveals understanding of a concept or idea from literature or poetry.</td>
</tr>
<tr>
<td></td>
<td>• Create a dance project from the sciences.</td>
</tr>
</tbody>
</table>

**Sample Exploration: Standard 5**
- Use Picasso’s painting, Guernica, and create a dance that depicts the shapes, emotions, and story.
- Find poetry with several action verbs and after exploration, abstract into movement phrases without using pantomime. Set the movement and perform for the class.
- Notice the balance, shape, pattern, and line of rocks. In nature, rocks appear to be balancing precariously, yet they do not waver. Discuss shapes and balance; explore and develop movement phrases and show the class. Discuss movement phrases.
FIELD TRIPS
We consider it a priority to expand the school curriculum with student excursions into the community. All students participate in field trips that enhance their study of dance as an art form. Our Dance Coordinator arranges several field trips a year, stretching the budget by securing invitations to dress rehearsals and events with free admission, and by working to obtain buses free of charge from groups that offer this to Title I schools. The dance teachers prepare students for field trips by reading stories, looking at videos, listening to related music, looking at pictures, frontloading vocabulary, and discussing audience and tour etiquette. Students are prepared for what they will be seeing and are asked to journal their reflections after a performance.

Field trips support our arts program in a number of ways:

1) Students are inspired to improve the level of their own performance by seeing artists perform and exhibit.
2) Increased exposure increases student appreciation for dance.
3) Performances prompt questions about technique, composition, practice and expression.
4) Attending cultural events becomes an activity that students want to integrate into their lives outside of school; their interest generates interest for family excursions to events and performances.
5) Art related field trips frequently relate to or enhance standards-based social studies, visual arts and dance studies and themes.
6) Art-related field trips give our population of socio-economically disadvantaged students opportunities to enjoy performances in a theater environment with professional lighting, costumes and sets.
7) Students understand from their own work what it means to be a performer. Field trips give them the chance to experience the arts from the observer’s perspective. They practice the audience skills of listening, observing, evaluating and critiquing.
8) Parents accompany classes as chaperones; parent involvement and visibility at the school positively effects student achievement.
9) Field trips contribute to the cohesion of the class and the creation of class culture; students enjoy sharing a performance with peers and the teacher.
10) For our English learners, art field trips acquaint students with new vocabulary, give them practice discussing what they have seen and develop their communication and writing skills when they discuss, reflect on, and critique the performances.

2011-2012 Dance Field Trips

<table>
<thead>
<tr>
<th>School/Center</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAMÓN C. CORTINES SCHOOL</td>
<td>Diavolo Dance Theater (K-8 After School Program)</td>
</tr>
<tr>
<td>MUSIC CENTER</td>
<td>Very Special Arts Festival (K &amp; Company Kids)</td>
</tr>
<tr>
<td>CAL STATE LONG BEACH</td>
<td>Dance Bistro (2nd &amp; 8th)</td>
</tr>
<tr>
<td>ALEX THEATER</td>
<td>LACHSA’s Spring Musical Hairspray (1st)</td>
</tr>
<tr>
<td>SKIRBALL CULTURAL CENTER</td>
<td>Masanga Murimba (3rd)</td>
</tr>
<tr>
<td>UCLA ROYCE HALL</td>
<td>Water is Rising (3rd)</td>
</tr>
<tr>
<td>UCLA ROYCE HALL</td>
<td>Contra Tiempo Urban Latin Dance Theater (4th &amp; 5th)</td>
</tr>
<tr>
<td>MUSIC CENTER</td>
<td>Children’s Dance Festival (5th)</td>
</tr>
<tr>
<td>LA COUNTY SCHOOL of ARTS</td>
<td>Dance Department Tour and Community Class (6th)</td>
</tr>
<tr>
<td>UCLA ROYCE HALL</td>
<td>Bodytraffic Dance Company (7th &amp; 8th)</td>
</tr>
<tr>
<td>SKIRBALL CULTURAL CENTER</td>
<td>Versa-Style Dance Company (8th)</td>
</tr>
</tbody>
</table>
**CULMINATING PERFORMANCE**

All GCS students dance in the school’s year-end-dance performance held in June. This annual event is a one of great excitement at GCS, with more than 1,000 family and community members in attendance at a local venue. In the year-end performances, each student performs in one dance. Colorful costumes add visual appeal for the audience and give students a sense of being professional performers. At GCS, parents organize a fundraiser each year to help pay for the cost of the year-end student performance, raising more than $2,000.

**COMPANY KIDS**

In addition to the dance instruction every GCS student receives, those who excel in dance have the opportunity to join the School’s performing group: **GCS Company K!ds**. In addition to their regular dance classes, the **Company K!ds** meet weekly for two hours on early-dismissal days to learn choreography that they will perform at local venues, such as community fairs and festivals. As a condition of their participation in the program, students in the **Company K!ds** must maintain high academic grades that are tracked by monthly progress reports; maintain a high level of leadership in their classrooms and dance classes; and make a year-long commitment to the group. **Company K!ds** students also take part in volunteer activities during the year. Past activities have included trash pick-up in the parks, organizing a food-can drive at school, and performing at the Saint Barnabas Senior Center and Daycare Center.

**Company K!ds** was established in 2008, when 23 students auditioned for what would become a Company of nine dancers. Last year, more than 65 students auditioned. Ultimately 27 dancers were selected to become Company members.

Since September, 2011, the GCS Company Kids have performed at the following events / venues:

- West Hollywood Halloween Youth Carnival (10/29/11)
- Dancescape fundraiser at the Level 3 Nightclub (11/5/11)
- Echo Park Holiday Kick-Off at the Farmers Market (12/2/11)
- Cirque De Soleil’s “Family Day” at the Montage Hotel in Beverly Hills (12/3/11)
- Echo Park Holiday Parade (12/10/11)
- “Schools We Can Believe In” rally at Exposition Park, hosted by Mayor Antonio Villaraigosa and Univision 43 Anchor Gabriela Teissier (2/4/12)
- Delta Kappa Gamma XI Education Conference (an educational honor society for school leaders and teachers), Double Tree Hotel, Culver City (2/25/12)
- Bravo Awards Ceremony at the Walt Disney Concert Hall (3/1/12)
- Natural History Museum (3/25/12)
- West Hollywood Kid’s Fair (4/18/12)
- Very Special Arts Festival at the Music Center (5/3/12)
- LAUSD Dance Festival (5/12/12)
- Dancescape Benefit, Hollywood and Highland Complex (5/19/12)
- Hollywood Fringe Festival at the Center Theater (6/8/12)
**VISUAL ART**
At GCS, visual arts instruction is provided to elementary students once a week and middle grades students four times a week for one semester. Visual art consists of two-dimensional and three-dimensional creative expressions such as painting, drawing, graphic arts, sculpture, photography and ceramics. The primary elements of art that are taught to all grade levels include line, color, shape/form, texture, and space. Students explore a range of media including watercolors, pastels, collage, clay, paper, charcoal and found objects. Projects may be inspired by the study and examination of works representing a particular movement, an artist’s unique style, a mood set by a story, an idea that a student wishes to communicate or by experimentation with color, texture or composition.

At all grade levels, the GCS Art Teacher introduces artifacts, paintings, drawing, architecture, and sculpture that enhance student knowledge of art history. Students also compare the art for similarities and differences between different cultures. By examining actual artifacts and pictures, students study the function and purpose for creating art and gain an appreciation for art as an important element of human expression. By exploring timeless ideas expressed through art, students are then able to design their original artwork as well as analyze and respond to the work of others. For example, students create and share self-portraits, describing the process of drawing their faces and sharing what feelings their portraits convey.

Additionally, the Art Teacher collaborates with classroom teachers to develop projects that connect to and expand concepts and vocabulary in English language arts, social studies, science and mathematics. For example, first graders who were studying their neighborhood drew maps inspired by David Hockney’s “Mulholland Drive.” When studying the seasons, they made dioramas that showed how the climate affected the geography and the lifestyle of people, e.g., summer beach scenes included BBQ’s, surfers, swimmers, bicyclists, convertible cars, lifeguards, sun umbrellas; winter mountain scenes included snow on slopes and rooftops, skiers, snowboarders, parka-clad people, white leafless trees, people inside around the fireplace. Fifth graders studying Native Americans researched artifacts of different tribes and created replicas based on pictures and written reports detailing their functions and artistic characteristics.

Students also develop interdisciplinary connections between visual arts and dance. By way of example, kindergarten students explore how to make winter snowflakes in visual art class and transfer their knowledge of snowflakes into the dance studio by exploring the type of movement snowflakes make and the pathways they travel. Fourth-grade students study “literal vs. abstract” art in visual art class, and explore manipulating an art piece to make it abstract, while in dance class the same concepts are explored through movement.

As an important component of their art experience, students use criteria for evaluating art, and assess the characteristics and merits of their own work and the work of others. Student assessments in both art and music are based on written and performance tasks, graded using a teacher-developed rubric.

**MUSIC**
At GCS, students in second through fifth grades receive one hour of weekly music instruction as part of the ST Math and Music Program. Students in kindergarten and first grades receive 30 minutes of
weekly music instruction through the Orff-Schulwerk program. A description of the two programs is set forth below.

ST Math and Music
The ST Math and Music program, developed by the U.C. Irvine-based M.I.N.D. Institute, uses piano keyboarding instruction and math computer games to teach students problem-solving skills and math standards. For the musical component of ST Math+Music, a professional music instructor teaches students to read and play music on piano keyboards for one hour per week. The instructor follows specialized lesson plans and songbooks developed by the M.I.N.D. Institute that guide students to make connections between the divisionary measures and rhythmic beats in music to math concepts they are learning in their core curriculum. Students not only strengthen their mathematical skills, but also begin to develop their talents as pianists. In the classroom, students utilize ST Math software containing games that challenge them to anticipate and solve picture and pattern puzzles in order to overcome obstacles. Students practice in class with the ST Math software for two 45-minute sessions per week.

The visual and musical based techniques for teaching math standards encapsulated by ST Math+Music are particularly suited to GCS, where there is a high number of ESL students whose limited knowledge of English make a non-language based approach ideal to furthering their understanding of mathematics.

Orff-Schulwerk Instruction
GCS began Orff-Schulwerk percussion music instruction for kindergarten and 1st grade classes in 2008. Orff Schulwerk is a way to teach and learn music. It is based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat on anything near at hand. In the Orff-Schulwerk program, these instincts are directed into learning music by hearing and making music first, then reading and writing music later. Lessons focus on the elements of music -- melody, rhythm, form, texture and harmony with a hands-on approach employing pitched and unpitched instruments. Students also sing, chant, dance, improvise and dramatize literature that they read and stories that they create.

PHYSICAL AND HEALTH EDUCATION

The GCS physical and health education curriculum promotes healthy lifestyles among students and their families through the development of positive physical and mental habits as well as the study of physiology and kinesiology. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development. The physical education program emphasizes individual motor skills, fitness and good sportsmanship. Human development is also a central part of the health curriculum.

The California Content Standards are met through dance and other physical and academic activities. Students partially fulfill the requirements of physical education through the dance curriculum, and classroom teachers are responsible for teaching those standards not addressed in the dance program. The dance curriculum follows the Challenge Standards for Student Success as described by the California Department of Education. The chart below compares the challenge standards with objectives of the dance program.
**Challenge Standards**

<table>
<thead>
<tr>
<th>Challenge Standards</th>
<th>Dance Objectives/Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be competent in many movement activities</td>
<td>Students gain flexibility, coordination, and technical skills through various types of dance instruction and kinesthetic experiences</td>
</tr>
<tr>
<td>Understand how and why one moves in a variety of situations and use of this information to enhance skills</td>
<td>Students learn the physiology of dance by studying how bones and muscles in the body affect movement and apply this to daily preparation for dance instruction</td>
</tr>
<tr>
<td>Achieve and maintain a health-enhancing level of physical fitness</td>
<td>Students receive one hour of dance instruction per day (and additional enrichment after school)</td>
</tr>
<tr>
<td>Exhibit a physically active lifestyle and understand that physical activity provides opportunities for enjoyment, challenge, and self-expression</td>
<td>Students learn to express themselves through dance and the importance of maintaining lifelong fitness</td>
</tr>
<tr>
<td>Demonstrate responsible personal behavior while participating in movement activities</td>
<td>Students use active listening skills and follow directions during dance instruction</td>
</tr>
<tr>
<td>Demonstrate responsible social behavior while participating in movement activities; Understand the importance of respect for all others</td>
<td>Students learn teamwork and how to partner with a fellow student in dance class; they learn to recognize and acknowledge the strengths of fellow students; they learn sensitivity in evaluating the work of classmates.</td>
</tr>
<tr>
<td>Understand the interrelationship between history and culture and games, sports, play and dance</td>
<td>Students study the history and culture of dance.</td>
</tr>
</tbody>
</table>

**ELEMENTARY GRADES, K-5**

In 5th grade, students take the California Physical Fitness Test (PFT). This test assesses students in 6 areas of physical fitness. The chart below shows each category of fitness, the assessment used to measure this area at GCS in 5th grade, and the ways that elementary students at GCS are prepared for the test.

<table>
<thead>
<tr>
<th>Fitness Area</th>
<th>Assessment given in 5th grade at GCS</th>
<th>Ways that elementary students are prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Capacity</td>
<td>PACER (running timed laps)</td>
<td>- Aerobic capacity (maintaining cardiovascular movement for increasing periods of time) developed in dance classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Fifth grade teachers devote time to practicing lap running in months leading up to test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Fifth grade teachers encourage at home practice in months leading up test</td>
</tr>
<tr>
<td>Body Composition</td>
<td>BMI (calculated by using student height and weight)</td>
<td>- BMI and factors contributing to a healthy BMI discussed with students/parents in months leading up to test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Healthy snack policy implemented</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Parent workshops focused on healthy eating and weight management</td>
</tr>
</tbody>
</table>
**Abdominal Strength and Endurance**
- Curl-ups

**Trunk Extensor Strength and Flexibility**
- Trunk Lift

**Upper Body Strength and Endurance**
- Push-ups

**Flexibility**
- Behind the Back Shoulder Stretch

**MIDDLE GRADES, 6-8**
Daily physical activity, the development of motor skills and the creation of healthy bodies are all important goals of daily dance instruction. Many physical education topics will be covered through the daily dance curriculum. Additional standards will be covered once a week in a 60-minute PE course. Seventh grade students will participate in the California physical fitness test (PFT) known as the FITNESSGRAM.

## Physical Education Standards to Be Covered in Dance and in Weekly PE Course

<table>
<thead>
<tr>
<th>Taught in Dance</th>
<th>Taught in Weekly PE Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6th Grade</strong></td>
<td></td>
</tr>
<tr>
<td>1.7 Perform folk and line dances.</td>
<td>1.1 Volley an object repeatedly with a partner, using the forearm pass.</td>
</tr>
<tr>
<td>1.8 Develop, refine, and demonstrate routines to music.</td>
<td>1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke.</td>
</tr>
<tr>
<td>1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.</td>
<td>1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.</td>
</tr>
<tr>
<td>1.10 Combine motor skills to play a lead-up or modified game.</td>
<td>1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height.</td>
</tr>
<tr>
<td>1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.</td>
<td></td>
</tr>
<tr>
<td>2.1 Explain how to increase force based on the</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>1.2 Perform multicultural dances.</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td></td>
<td>1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns.</td>
</tr>
<tr>
<td></td>
<td>1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.</td>
</tr>
<tr>
<td></td>
<td>2.2 Analyze movement patterns and correct errors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7th Grade</th>
<th>1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.</td>
</tr>
</tbody>
</table>

**Principles of Biomechanics**

2.2 Explain how impact force is reduced by increasing the duration of impact.

2.3 Analyze and correct errors in movement patterns.

2.4 Provide feedback to a partner to assist in developing and improving movement skills.

2.5 Identify practices and procedures necessary for safe participation in physical activities.

2.10 Identify steps and rhythm patterns for folk and line dances.

2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity.

3.4 Participate in moderate to vigorous physical activity a minimum of four days each week.

3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns.

5.1 Participate productively in group physical activities.

5.2 Evaluate individual responsibility in group efforts.

5.3 Identify and define the role of each participant in a cooperative physical activity.

5.4 Identify and agree on a common goal when participating in a cooperative physical activity.

5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.

**Social Interaction**

5.6 Monitor the intensity of one’s heart rate during physical activity.

4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.

4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.

4.3 Identify contraindicated exercises and their adverse effects on the body.

4.4 Classify physical activities as aerobic or anaerobic.

4.5 Explain methods of monitoring heart rate intensity.

4.6 List the long-term benefits of participation in regular physical activity.

4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass.

2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke.

2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact.

2.9 Identify opportunities to pass or dribble while being guarded.

3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.

3.2 Compare individual physical fitness results with research-based standards for good health.

3.3 Monitor the intensity of one’s heart rate during physical activity.

4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.

4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.

4.3 Identify contraindicated exercises and their adverse effects on the body.

4.4 Classify physical activities as aerobic or anaerobic.

4.5 Explain methods of monitoring heart rate intensity.

4.6 List the long-term benefits of participation in regular physical activity.

4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.

**Group Dynamics**

5.4 Identify and agree on a common goal when participating in a cooperative physical activity.

5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.
| 2.3 | Use principles of motor learning to establish, monitor, and meet goals for motor skill development. |
| 2.4 | Explain and demonstrate spin and rebound principles for performing manipulative skills. |
| 2.5 | Compare and contrast the effectiveness of practicing skills as a whole and practicing skills in smaller parts. |
| 3.5 | Participate in moderate to vigorous physical activity a minimum of four days each week. |
| 4.6 | Identify and apply the principles of overload in safe, age-appropriate activities. |
| 4.7 | Explain progression, overload, and specificity as principles of exercise. |
| 4.8 | Discuss the effect of extremity growth rates on physical fitness. |
| 5.1 | Identify appropriate and inappropriate risks involved in adventure, individual, and dual physical activities. |
| 5.2 | Accept responsibility for individual improvement. |
| 5.3 | Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity. |
| 5.4 | Evaluate the effect of expressing encouragement to others while participating in a group physical activity. |
| 5.5 | Identify the responsibilities of a leader in physical activity. |

| 3.6 | Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program. |

| 8th Grade | 1.1 Identify and demonstrate square dance steps, positions, and patterns set to music. |
|           | 1.2 Create and perform a square dance. |
|           | 1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities. |
|           | 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activity. |

<p>| 1.3 | Demonstrate basic offensive and defensive skills and strategies in team physical activities. |
| 1.4 | Apply locomotor, nonlocomotor, and manipulative skills to team physical activity. |</p>
<table>
<thead>
<tr>
<th></th>
<th>gymnastic/tumbling skills.</th>
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<tbody>
<tr>
<td>1.6</td>
<td>Create and perform a routine using fundamental gymnastic/tumbling skills, locomotor and nonlocomotor movement patterns, and the elements of speed, direction, and level.</td>
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<tr>
<td>2.1</td>
<td>Describe and demonstrate how movement skills learned in one physical activity can be transferred and used to help learn another physical activity.</td>
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<td>2.2</td>
<td>Explain the rotation principles used in performing various manipulative skills.</td>
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<tr>
<td>2.3</td>
<td>Explain how growth in height and weight affects performance and influences the selection of developmentally appropriate physical activities.</td>
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<td>2.4</td>
<td>Identify the characteristics of a highly skilled performance for the purpose of improving one’s own performance.</td>
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<tr>
<td>2.5</td>
<td>Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities.</td>
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<tr>
<td>2.6</td>
<td>Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.</td>
</tr>
<tr>
<td>3.1</td>
<td>Assess the components of health-related physical fitness (muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition) by using a scientifically based health-related physical fitness assessment.</td>
</tr>
<tr>
<td>3.2</td>
<td>Refine individual personal physical fitness goals for each of the five components of health-related physical fitness, using research-based criteria.</td>
</tr>
<tr>
<td>3.3</td>
<td>Plan and implement a two-week personal physical fitness plan in collaboration with the teacher.</td>
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<tr>
<td>3.4</td>
<td>Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.</td>
</tr>
<tr>
<td>3.5</td>
<td>Identify appropriate physical activities that can be performed if one’s physical fitness program is disrupted by inclement weather, travel from home or school, or a minor injury.</td>
</tr>
<tr>
<td>3.6</td>
<td>Identify ways of increasing physical activity in routine daily activities.</td>
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<tr>
<td>3.7</td>
<td>Identify the contributions of members of a group or team and reward members for accomplishing a task or goal.</td>
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<tr>
<td>3.8</td>
<td>Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.</td>
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</table>
HEALTH EDUCATION

Classroom teachers also incorporate health instruction into core content areas during the regular school day. Beginning in kindergarten, topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and built upon at each grade level.

All students learn about physiology and practice maintaining proper health by developing responsible lifelong habits in and out of the classroom. The knowledge and skills important for students to know and do may include: food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

Following the Content Standard of identifying products, services and information that may be helpful or harmful to individual students, students in one grade prepare lunch for students in another grade (incorporating the food pyramid guidelines) to explore eating patterns. To help students reach goals for eating, students can present a slide show that displays the nutritional value (i.e. amount of fat, protein, carbohydrates) in the meal they prepared and challenge students to maintain comparable amounts in the foods they choose to eat. Teachers incorporate writing by asking students to record what they eat in their journals and record their energy levels throughout the day. By reading their journal entries, students can self-assess and reflect on their eating habits to understand that the food they eat relates to how they feel during the day and ultimately affects their ability to learn.

The upper elementary grade levels also participate in a drug and alcohol awareness education program to reinforce good decision-making and positive self-esteem. Information sessions for parents on health issues such as nutrition and disease, and socio-emotional well-being are provided as needed during grade-level meetings. Residents in fields such as medicine and dentistry from local universities visit the school as guest speakers to promote healthy lifestyles that include eating habits, dental hygiene and personal care. These professionals give students exposure to various healthcare careers.

Students in sixth through eighth grades are of an age when they are becoming more responsible for making the choices that will impact their physical and emotional health during adolescence and throughout their lifetime. The GCS 7th grade health curriculum focuses on the role of healthy food choices and the initiation of a personal exercise plan in the development of a healthy body. Looking attractive and conforming in appearance becomes a pressure for students at this age and often leads to concerns about body image and individual physical characteristics. Students discuss variances in height, weight, stages of physical development and individual characteristics and the need for self-acceptance and respect for differences in others. They learn how control issues and distorted body image can make pre-adolescences vulnerable to dangerous eating disorders such as anorexia and bulimia. Students also learn about normal biological changes in their bodies and good hygiene habits that they need to incorporate into daily routines.

Students look at issues of physical safety—making the choices that protect their bodies and that avoid unnecessary danger, e.g. risky hiking, swimming, bicycling, walking alone or at night. Content also includes the biology of common illnesses and prevention strategies and the ways students can fortify their immune system—nutrition, aerobic exercise, sufficient relaxation and sleep.
Emotional health is also a significant topic of exploration. Active participation and success in both academics and the arts at GCS will give students opportunities to build confidence and self-esteem. Students are encouraged in after-school dance and in both school and outside extracurricular sports, clubs and hobbies that provide arenas for meaningful social interaction and satisfaction. The small size of the school fosters significant relationships with peers and adults at school. Additionally, character education helps guide the development of values that are important to students’ emotional well-being and positive social interaction with peers. Through role-playing, journaling, conflict resolution-training students learn communication skills that promote healthy self-expression and active listening skills with other students, school staff and family members.

Adolescents may find themselves experiencing emotional stress, mood swings, and feelings of isolation or depression. The 7th grade Health course examines some of the common factors contributing to these feelings and will study those risk behaviors that may result from not addressing negative feelings. Students are asked to identify risk factors in their own lives and explore coping strategies and resources for obtaining help from adults at school, family members, church leaders, counselors and partnering agencies.

Many students are confronted with decisions regarding sexual behavior during grades 6-8. The GCS curriculum talks about the differences between emotional and physical readiness to engage in sexual activity. Students will learn about sexually transmitted diseases, including HIV/AIDS. The teachers present abstinence as the only completely effective way to avoid pregnancy and sexually transmitted disease but also educate students about safe sex and contraception methods.

Risk-taking and impulsive behavior are also typical of pre-adolescents. GCS also offers a comprehensive drug and alcohol prevention program that includes information on the influences of drugs, addiction risks and impacts and strategies for resisting peer pressure to experiment with and/or to abuse tobacco, drugs and alcohol. Possible speakers are nutritionists, psychologists, doctors, peer mediation coaches, and drug and alcohol counselors.

TECHNOLOGY

Students use technology to build and enhance communication, research and problem-solving skills, and globally connect the school community with people and information. As noted by the CDE’s Technology Frameworks, computers and other types of technology can amplify the resources teachers have available to offer students, through up-to-date information and online access to content experts. Additionally, software-based reference materials offer extensive information and resources.

Wherever possible, different forms of technology are integrated into core content areas to reach all types of learners. For example, English Learners and other students create overheads of diagrams or figures to demonstrate comprehension of the water cycle and record scripts on audiotape to accompany the overheads. Other inquiry-based activities, such as web quests, are designed to challenge students to interact with resources on the Internet to gather information and solve problems. Teachers develop web quests around any topic to challenge more advanced students or provide additional reinforcement for academically at-risk students.

GCS utilizes mobile laptops to teach mathematics concepts based on the Math and Music program of the M.I.N.D. Institute. In addition, the students use laptops for research projects, for composing stories,
and they also take photographs and insert digital images to illustrate stories, word processing, differentiated instruction (e.g., math facts practice, phonics exercises), EL activities, and to research topics and find information related to thematic units in social sciences.

For middle grades in particular, GCS recognizes the need to provide students with an understanding of and capability to use current and emerging media and technology. GCS has established technology performance standards to ensure that students have the skills to access, analyze, and present information in multiple formats. Technology instruction is woven throughout subject areas so that as students move on to high school they will do the following:

- Know how to access pre-selected sites on the Internet and use e-mail as a means of electronic communication.
- Know the value of keyboarding and be able to demonstrate its proper use.
- Know the impact of technology on society and understand how to be an ethical user of technology.
- Know how to create and use a spreadsheet as a tool to present and graph real data.
- Know how to create and use a database as a tool for storing and accessing information.
- Know how to use the computer to design a presentation and publication for disseminating information.
- Know how to use management and systems features common to multiple platforms and applications.

Many technology topics are integrated within the core subjects. Students in grades 6-8 have access to individual laptop computers with cameras, an LCD projector, a printer, and a digital video camera. These tools are used to enhance understanding and apply content knowledge in core subject areas. In addition, sixth and eighth grade students participate in a semester-long technology elective to provide opportunities for more focused presentation of technology topics.

MIDDLE GRADES ADVISORY

In the sixth through eighth grades, all GCS students participate in an advisory program that instructs students in three core areas: 1) study skills, 2) character education, and 3) social-emotional learning in a community-based setting.

To instruct students successfully in study skills, GCS integrates best practices from the acclaimed Advancement via Individual Determination (AVID) program, an in-school curriculum developed to help students in grades six through twelve become prepared for college preparatory programs and higher education. Rather than introducing new content, AVID provides students with supports to better understand, process and integrate content knowledge from core academic areas. Teachers model and explicitly teach organization, time management, note-taking skills, study skills, and critical thinking skills. Utilizing the Socratic method, students also work collaboratively in study groups (led by trained tutors) to actively solve academic questions from their core classes. AVID has an impressive track record of success with minority students, with over 50% of AVID participants nationwide being Latino or Hispanic and many other ethnicities represented in the program (African American 19%, Asian 5%). In 2008, 78% of AVID participants were accepted to four year colleges, and 88% of AVID students completed UC A-G
requirements for CSU/UC admissions, as opposed to only 36% of California students overall. Appendix A includes representative advisory units that detail the student outcomes in study skills expected from the GCS advisory program.

The character development of each middle grades student is fostered through explicit character education that also occurs during the advisory period. Students learn about the five values adopted by GCS (i.e., compassion, creativity, flexibility, integrity, and resilience) and learn how developing defined student actions that correspond to those values can help positively shape their character. The student actions included in the advisory curriculum were compiled from several sources that have demonstrated success with students from all backgrounds, including Costa and Kallick’s (2008) Habits of Mind framework. A list of the adopted character values with their corresponding student action outcomes can be found in Appendix A.

The final purpose of advisory is to foster students’ social-emotional learning that is aligned to their developmental needs. Sixth grade students, for example, focus on setting individual academic and personal goals; seventh graders explore career paths and develop longer-term goals; and eighth graders design individual plans to support their own high school to college pipeline. Students’ social-emotional learning will also be addressed by participating in community service hours after school. Examples of projects include cleaning up the park, starting a community fitness project, developing an intergenerational reading program with younger students and older community members, and more. In performing service-related activities, students are exposed to a variety of issues that affect the lives of their community members. These issues are then explored more fully during advisory time as part of social-emotional development. The community service activities will also keep students engaged and connected to the school, both of which has been linked to higher attendance and lower dropout rates.

E. RESEARCH-BASED EVIDENCE THAT INSTRUCTIONAL PROGRAM HAS SUCCEEDED WITH SIMILAR POPULATIONS

As described throughout this petition, all aspects of our curriculum are carefully designed and based on extensive research supporting our choices as best practices. Most importantly, we believe that all children can meet and exceed state standards when they are given an individualized, supportive environment in which to excel. While the content of what we teach may be no different than at any other public school in Los Angeles, and our primary curriculum sources are no different than what hundreds of public schools throughout California utilize, our research-based methods of instruction aim to recognize and support the individual talents and challenges of each student in ways that will help each individual student succeed.

In addition to the aforementioned research that supports GCS’s philosophy and methodology, GCS has real-life evidence of the success of its instructional program, including dance, with educationally disadvantaged students and English language learners.

In 2011-12, GCS served students in grades K-8: 85% Latino/Hispanic, 9% Asian/Filipino, 4% African American, and 1% White; 91% qualify for free or reduced-price lunch, 46% are English Learners and another 19% are Recently Reclassified, and 11% are designated as students with special needs.

CST SUMMARY DATA
2012 CST Proficiency Summaries (Source: CDE DataQuest)

### GCS Percent Proficient & Advanced ELA (vs LAUSD)

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<tr>
<th>Grade Enrollment*</th>
<th>2006 (39)</th>
<th>2007 (64)</th>
<th>2008 (111)</th>
<th>2009 (110)</th>
<th>2010 (196)</th>
<th>2011 (285)</th>
<th>2012 (343)</th>
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<tr>
<td>Second</td>
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<td>40 (42)</td>
<td>78 (44)</td>
<td>80 (48)</td>
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<td>43 (34)</td>
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<td>54 (52)</td>
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<td>59 (38)</td>
<td>61 (41)</td>
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<td>77 (48)</td>
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### GCS Percent Proficient & Advanced Math (vs LAUSD)

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<th>2007 (64)</th>
<th>2008 (111)</th>
<th>2009 (110)</th>
<th>2010 (196)</th>
<th>2011 (285)</th>
<th>2012 (343)</th>
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<tbody>
<tr>
<td>Second</td>
<td>84 (53)</td>
<td>55 (59)</td>
<td>80 (56)</td>
<td>90 (57)</td>
<td>85 (54)</td>
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<td>84 (37)</td>
<td>80 (39)</td>
<td>81 (47)</td>
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In 2012, Gabriella Charter School’s API score stands at 894, making GCS one of the highest-performing fully-implemented K-8 schools in Los Angeles. In 2009, GCS moved from its original Rampart location to co-locate long-term at an LAUSD campus (Logan Street Elementary School) in Echo Park and expand to a K-8 continuum. Even with this expansion, Gabriella Charter School is still the highest performing school in the 90026 zip code according to State CST results.

Our past results show that Gabriella’s instructional program, which is based on research on effective teaching practices, has had a positive impact on student achievement. These quantifiable measures, along with parent involvement and satisfaction rates, student retention rate, overwhelming community support for the school dance provide further evidence that GCS is serving its student population.

**F. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES**

GCS aims to utilize state-adopted textbooks and materials identified within each curricular area, and selects supplemental instructional materials that are in line with our mission and vision. Teachers are expected to submit weekly lesson plans with clear objectives and measurable outcomes from the textbooks and State Standards / Curriculum Frameworks. These decisions are based on results of grade level benchmark assessments, the STAR tests, alignment with state standards, and disaggregated data from ongoing assessment tools.

Currently, GCS uses the following instructional materials:

- **Language Arts** – Houghton-Mifflin CA Reading & English; Teachers College Reading and Writing Project, Units of Study for Teaching Reading; Teachers College Reading and Writing Project, Units of Study for Teaching Writing; supplemented by books from CDE recommended reading lists
- **Math** – Harcourt Brace Math (K-5), College Preparatory Mathematics (6-8)
- **English Language Development** – Houghton Mifflin CA Reading; Hampton Brown Avenues
- **History/ Social Science** – Houghton-Mifflin (K-5, supplemented by thematic units), History Alive! (6-8)
- **Science** – FOSS Kits, Linda Poore Science Kits, GEM materials supplemented by thematic units (K-5), CPO Science, supplemented by thematic units & science fair units (6-8)
- **Visual and Performing Arts** – teacher-selected materials
- **Dance** – *everybody dance!*
- **Music** – Math and Music by the MIND Institute

Grade level teachers meet and advise the principal as to areas of need and recommended books and materials for the following year. Curricular adoptions will be implemented by school leaders and
purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials are also be analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs. Decisions will be made in light of the following questions:

1. Are the curricular materials aligned to the California standards?
2. Is interactive learning promoted and is the child’s construction of knowledge encouraged?
3. Does it help achieve social, emotional, physical, and cognitive goals?
4. Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?
5. Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?
6. Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?
7. Is it of interest to children and to the teacher?
8. Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?
9. Does it build on and elaborate children's current knowledge and abilities?
10. Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?
11. Does it facilitate integration of content across traditional subject matter areas?
12. Is the information presented accurate and credible according to the recognized standards of the relevant discipline?
13. Is this content worth knowing? Can it be learned by these children efficiently and effectively now?
14. Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?
15. Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision making?
16. Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?

Curriculum, materials, and instructional activities are selected by teachers, instructional leaders, and as relevant, in consultation with outside consultants (e.g., special education consultants, Science consultants) based on their relevance and appropriateness for their alignment with standards, our definition of an educated person in the 21st century, and goals of the school as a whole. Choices must be compatible with the school's emphasis on active learning strategies, investigation and project-based assessments. Secondary/enrichment resources may be chosen at the discretion of the teacher and used in a manner that is compatible with the school's educational philosophy.

G. FIELD TRIPS

2011-2012 Classroom Field Trips

Gabriella Charter School Renewal Petition for a Five-Year Term (2013-2018)
Not only do students experience lessons outside of the classroom related to the arts, but they also go on a number of other trips supporting their studies in ELA, history, science, and math. In recent years, our students have experienced the following field trips led by GCS classroom teachers.

- Outdoor School, Temescal Canyon – 5th grade (3 day / 2 night camp)
- Santa Monica College Planetarium
- LA Zoo
- IMAX Theatre and the California Science Center
- Underwood Farms
- *Bring it On!* Musical at the Music Center
- Claremont College
- Audobon Center at Debs Park
- Ropes Course at UC Irvine
- Natural History Museum
- Medieval Times
- San Juan Capistrano Mission
- Cathedral Sacred Heart High School
- Edendale Library
- Nine O’Clock Players
- LACMA
- 826 LA – Creative Writing
- Greater Echo Park walking trips
- 8th grade California Coast Camping & College Trip (5 days)

**H. TEACHER RECRUITMENT**

Administrative recruitment and orientation of highly qualified, experienced and dedicated employees ensures that the entire school team – teachers, counselors, special education providers, instructional aides, community volunteers and classified staff – share a single vision of an engaged, disciplined student body focused on high academic achievement. To ensure that employees are as good the school’s culture, we have developed an extensive recruitment and hiring process.

Staff members are recruited through various communication channels, including local newspapers, education networking websites (CCSA, CSDC, Teach For America, EdJoin, UCLA TEP), the school website, career fairs, local universities and word of mouth referrals. GCS engages in a thorough review of the qualifications of candidates that apply for employment at the school. The Principal and other instructional leaders review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. The Principal and a hiring committee consisting of teachers and an assistant principal interview the candidates. All candidates are asked to teach a lesson to a classroom of students at GCS then debrief on the strengths and weaknesses of the lesson. In some cases, the hiring committee may observe candidates teaching a lesson in their current classrooms. Following interviews, instructional leaders contact references, review letters of recommendation and notify each person of their status once a decision is made. Candidates that are offered employment receive a written offer of employment from GCS. In addition, GCS verifies the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and NCLB requirements to teach the subject that he/she is being hired to teach. For additional information and materials on our recruitment process, see Appendix D.
Teachers
Gabriella Charter School has a strong track record of hiring only highly qualified teachers, both in terms of formal training and experience. At GCS, in addition to possessing the appropriate multiple or single subject credential(s), all GCS K-8th grade teachers will have authorization to teach English language learners. GCS teachers will go through a rigorous selection process, which in addition to the selection process mentioned above, is based on their teaching experience and track record, their subject matter expertise, their ability to effectively interact with other stakeholders and their commitment to the school mission.

Qualifications and Experience:
- At least two years of urban teaching experience
- Dedication to Gabriella Charter School’s mission and a steadfast belief that all students deserve preparation for the college of their choice
- Unwavering belief that all students can achieve at the highest academic levels
- High level of professionalism
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices
- Commitment to using assessment data to inform instruction
- Possession of a Bachelor’s degree from a four-year college or university
- Highly Qualified status defined by No Child Left Behind
- A valid California Single-Subject (middle grades) or Multiple-Subject (elementary) Credential.
- Authorization to teach English Language Learners
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet and digital media

Responsibilities:
Whole School Responsibilities
- Work with instructional leaders to develop curriculum
- Help with school duties such as monitoring student transitions and dismissal
- Participate actively in at least one school committee (e.g. professional development, school culture, curriculum and instruction)
- Enforce and model school-wide behavioral expectations
- Collaborate with the dance teachers to ensure the California Dance Standards are addressed in the curriculum

Instructional Responsibilities
- Ensures that the school’s academic standards are rigorous, clear, measurable and aligned with the California State Standards.
- Organizes classroom systems and procedures and manages student behavior to ensure all students are fully engaged.
- Uses a backwards planning model to develop unit plans and daily lesson plans.
- Submits lesson-plans to the principal or assistant principal every week and collaborates with colleagues to revise, edit and improve daily lesson-plans.
- Accommodates, differentiates, or modifies curriculum to meet student needs.
- Researches and uses a variety of methods to engage students in the classroom.
• Develops assessments that measure student progress.
• Continuously uses assessment data to refine curriculum and instructional practices.
• Assumes responsibility for the progress of all students, including developing intervention plans for students who do not meet instructional goals.
• Develops daily plans for instructional aides and/or volunteers providing intervention or enrichment to small groups.
• Is resourceful; anticipates and orders equipment, schedules guest speakers, designs field trips, develops partnerships in the community, researches and writes grants, and attends conferences to improve instruction.
• Provides students and their families with regular and timely information on classroom activities and student progress; finds ways to involve parents/guardians in their students’ education.
• Collaborates with principal, assistant principals, grade-level and department-level teams to develop curriculum and create strategic plans.
• Tracks critical student information and maintains accurate student records, including attendance, in accordance with GCS procedures.
• Demonstrate knowledge of, and support, the Gabriella Charter School mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.

I. PROFESSIONAL DEVELOPMENT

The goal of professional development at GCS is to allow faculty to reflect on teaching practices, analyze student outcomes, revise and assess instructional practices, attend training tailored to teachers’ needs, and create professional learning goals at the beginning of the year and during each quarter. GCS utilizes a combination of reflective professional development and both formal and informal opportunities for training.

GCS calendars seven full days for professional development each year, which are held with the GCS faculty. GCS conducts weekly on-site professional development meetings for two hours on Thursdays when students are dismissed at 1:30 pm. All faculty, including teaching assistants, attend an orientation with GCS faculty one week before the start of the school year, where they receive training in the school’s mission, vision, educational program, health and safety issues and other compliance related matters. Staff will receive a binder that includes the school master calendar, roster, organizational chart and an overview of all policies and procedures (e.g., implementation forms for positive behavior, intervention, special education and retention policies). See Appendix D for the Policies & Procedures Handbook.

In response to GCS teachers’ feedback requesting more collaborative and differentiated PD time, GCS teachers and administration changed the structure of the professional learning time to a “Pod” structure. Currently, GCS Pods are grouped as follows: K – 2 teachers; 3 – 5 teachers; 3 – 5 teachers; 6 – 8 Humanities teachers; 6 – 8 Math / Science teachers. Functioning as a professional learning community, Pods are led by teachers with a high degree of expertise in instructional strategies that raise student achievement. The Pods meet for 1-2 hours per week during the instructional school day, guided by a plan that is focused on accomplishing student learning goals through classroom interventions and refinement of instructional practice.
The Principal, Assistant Principals, and Pod Leaders are primarily responsible for leading professional development, including selecting professional development topics that are data-driven and aligned with school-wide learning expectations. Informal and formal assessments drive professional development topics including: daily assignments, teacher observations, writing samples, teacher-generated quizzes and tests, student presentations and required benchmark and STAR testing data. The faculty collaboratively analyzes disaggregated assessment data to address curriculum modifications and specific instructional strategies to achieve performance goals. Teachers also individually determine professional development topics based on their specific needs and interests as they reflect on curriculum development, instructional strategies and their current student population.

The Principal and Assistant Principal, Curriculum and Culture lead teacher training, using both regular informal classroom visits and bi-annual formal observations and evaluations as opportunities to reflect with teachers on their practice during weekly or bi-weekly check-ins with each teacher. A BTSA Support provider meets separately with new teachers to provide them with individualized induction plans that support standards-based teaching and differentiated instruction. Teachers also observe each other, collaborating both at grade level and across grade levels. Cross grade-level development time helps to build continuity of academic content, school-wide behavioral standards, academic vocabulary and performance expectations. Teachers share lesson plans, instructional materials, booklists, internet resources and behavior charts for individual reinforcement of positive behavior goals.

Case Study: Supporting a Novice 3rd Grade Math Teacher

In 2010, Gabriella Charter School hired the third grade math teacher. This teacher had been an instructional aide at GCS the year before, and in that role, instructed struggling students in small group settings. In her first year of teaching, the third grade teacher, supported by her mentor teachers and instructional leaders at GCS, developed solid classroom management and lesson planning skills. By the end of the school year, 61% of her students were proficient or advanced in math, and the AGT score for this group was a 1.8 (Source: Page 3 of the 2011 AGT School Report on the LAUSD website: http://portal.battelleforkids.org/BFK/LAUSD/AGT_Reports.html?sflang=en).

The GCS instructional leaders recognized that the third grade math / science teacher was ready for support in more sophisticated teaching strategies, such as differentiated instruction and scaffolding. Over the course of the following 2011-2012 school year, the third grade teacher met with the GCS principal or her partner teacher once a week to receive feedback on informal observations and reflect on her students’ progress on formative assessments. GCS teacher leaders, including her grade level partner and the 3 – 5 Math Science lead teacher mentored her as well. Together they co-planned and co-taught lessons, developed assessments, analyzed data, and observed one another.

By the end of her second year of teaching, the third grade teacher’s student outcomes showed tremendous growth. Eighty-one percent of her students scored proficient or advanced on the CST in mathematics, a 20% increase from
Topics for professional development include but are not limited to:

- Mission and vision of GCS
- The GCS charter petition document
- Long-Term Planning
- English Language Development, including SDAIE
- Readers & Writers Workshop
- Guided Reading
- Tuning Assessments and Rubrics
- Developing Intervention Plans
- Integration of Creative Movement
- Student-led Conferences
- Language Structure and Functions
- Effective Learning Environments
- Data Reporting and Analysis
- Differentiating instruction for all learners
- Writing across subject content areas
- Inquiry and investigation in science
- Teaching in a constructivist classroom
- Strategies for working with students with special needs
- Legal timelines and District policies with regard to Special Education
- The Student Success Team (SST) process
- The goals of the Modified Consent Decree
- Effective classroom management
- Teacher evaluation
- Using assessment to inform instruction
- Student achievement data
- STAR testing process
- STAR testing results
- School Operations

Teachers also may attend off-site conferences and workshops, with Principal approval, such as the Summer Readers and Writers Institutes at Teacher College, New York, classes at the California Science Center, sessions with Growing Educators, workshops at the LAUSD Division of Special Education, and those offered at charter school sites or by charter school associations. School administrators also attend ongoing professional development provided by LAUSD, the California Charter School Association, California Charter Quality Institute, excellent school visits, and university workshops. In addition, to stimulate growth and keep current of new and developing theories and practices in education, school leaders subscribe to an on-line resource such as “The Main Idea,” which provides monthly summaries of books relating to teaching and education.

The Assistant Principal, Intervention and Assessment meets weekly with instructional aides to provide professional development relating to assessments, curriculum, instructional strategies and student management. Instructional Aides also participate in full day PD sessions.
**Professional Development in Dance Education**

At least three times per year classroom teachers attend professional development sessions related to movement integration in the classroom. Topics have included using movement definitions to introduce new vocabulary and incorporating movement sentences when studying short poems or stories. During these professional development sessions classroom teachers are guided through an integrative movement lesson/unit of study to embody the effect of learning through a kinesthetic lens. Following this, classroom teachers are asked to find ways of adapting shared teaching strategies in their classroom at individual grade levels.

In addition to learning kinesthetic teaching strategies, classroom teachers explore a dance class from the lens of their students. Classroom teachers are taken through a dance class that consists of a warm-up, exploration, development and closing. This provides the opportunity for classroom teachers to experience the amount of endurance, strength and focus it takes for their students to engage in daily dance classes.

In addition to this whole-faculty professional development, dance faculty participate in systematic professional development in order to establish rigorous dance benchmarks and to support teachers in implementing a challenging, standards-based curriculum. Dance instructors develop monthly outlines that follow dance benchmarks for each grade. Gabriella utilizes a combination of reflective professional development and both formal and informal opportunities for training and growth. All dance faculty receive a notebook that includes the school calendar, schedules, and provides an overview and implementation forms for positive behavior, intervention, etc.

Due to the fact the dance instructors are not in the classroom on a regular basis, they attend regular professional development sessions at least once monthly that help ensure consistent instructional strategies, discipline, and student assessment. The following is a sample calendar of professional development for dance faculty:

<table>
<thead>
<tr>
<th>Date</th>
<th>Professional Development Theme</th>
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<tbody>
<tr>
<td>Thursday, August 24th, 25th</td>
<td>Overview of classroom management, assessment, planning</td>
</tr>
<tr>
<td>Thursday, September 21st</td>
<td>Lesson Plans, lifelong teacher development</td>
</tr>
<tr>
<td>Thursday, October 19th</td>
<td>Assessment</td>
</tr>
<tr>
<td>Thursday, November 16th</td>
<td>Emergency Procedures</td>
</tr>
<tr>
<td>Thursday, December 14th</td>
<td>Quarter 1 wrap up, teacher reflection</td>
</tr>
<tr>
<td>Thursday, January 18th</td>
<td>Backwards Planning – preparing for the performance</td>
</tr>
<tr>
<td>Thursday, February 15th</td>
<td>Teaching English language Learners</td>
</tr>
<tr>
<td>Thursday, March 15th</td>
<td>Creating a performance rubric</td>
</tr>
<tr>
<td>Thursday, April 19th</td>
<td>Using Video and Technology to Prepare Students for the Stage</td>
</tr>
<tr>
<td>Thursday, May 17th</td>
<td>Electronic gradebook &amp; Student Information System</td>
</tr>
<tr>
<td>Thursday, June 21st</td>
<td>End of the year wrap Up</td>
</tr>
</tbody>
</table>

Professional development that addresses curriculum content and instructional practices is led by the dance education coordinator, a master teacher sharing best teaching practices, or an outside consultant. The Dance Education Coordinator teacher training includes both informal dance studio
visits and bi-quarterly formal observations and evaluations, which provide opportunities to reflect with teachers on their practice.

Gabriella also has sent dance faculty to off-site training in such programs as Reading in Motion, Ballroom Dance (to learn curriculum for 5th graders) and more.

### Professional Development Calendar

<table>
<thead>
<tr>
<th>Topic</th>
<th>Facilitator / Presenter</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character Development &amp; Advisory</td>
<td>[AP – Curriculum &amp; Culture&lt;br&gt;Principal]</td>
<td>4 two-hour courses, 4 one-hour courses&lt;br&gt;- August (2 hours)&lt;br&gt;- September (1 hour)&lt;br&gt;- October (1 hour)&lt;br&gt;- November (1 hour)&lt;br&gt;- March (1 hour)&lt;br&gt;- April (2 hours)&lt;br&gt;- May (2 hours + 2 hours)</td>
</tr>
<tr>
<td>Teach Like a Champion Strategies</td>
<td>[AP – Curriculum &amp; Culture&lt;br&gt;Principal&lt;br&gt;Teacher leaders (“Pod leaders”)]</td>
<td>3 Thursday sessions (1 hour)</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Principal&lt;br&gt;AP – Curriculum &amp; Culture&lt;br&gt;AP – Intervention &amp; Assessment&lt;br&gt;AP – Special Education &amp; Student Services&lt;br&gt;Teacher leaders (“Pod leaders”)]</td>
<td>1 full day&lt;br&gt;4 Thursday sessions (1-2 hours each)</td>
</tr>
<tr>
<td>Backwards Planning</td>
<td>Principal&lt;br&gt;AP – Curriculum &amp; Culture&lt;br&gt;AP – Intervention &amp; Assessment&lt;br&gt;AP – Special Education &amp; Student Services&lt;br&gt;Teacher leaders (“Pod leaders”)]</td>
<td>1 full day, 1 half day&lt;br&gt;5 Thursday sessions (1-2 hours each)</td>
</tr>
<tr>
<td>Writing</td>
<td>Principal&lt;br&gt;AP – Curriculum &amp; Culture&lt;br&gt;Teacher leaders (“Pod leaders”)]</td>
<td>2 half days&lt;br&gt;3 Thursday sessions</td>
</tr>
</tbody>
</table>

Gabriella Charter School Renewal Petition for a Five-Year Term (2013-2018)
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Principal</th>
<th>Teacher leaders (“Pod leaders”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Robust Vocab Instruction</td>
<td>AP – Intervention &amp; Assessment</td>
<td></td>
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<tr>
<td>- How to Choose the Words to Teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Introducing Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Developing Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 full day</td>
<td>1 Thursday session</td>
<td></td>
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</tbody>
</table>

| Science                                                                   | AP – Curriculum & Culture     |
| - Science Block structures                                               | Science Consultant, Debbie Herst |
| - Investigation & Experimentation: 5 E’s                                  | 1 Thursday session (2 hours)  |
| - Science Fair planning – rubrics                                         | 3 weekend sessions (3 hours)* |

| Differentiated Instruction: Teaching ELLs                                | AP – Intervention & Assessment |
| - SDAIE                                                                   | 1 summer PD session (2 hours) |
| - Integration of ELD Standards within the content areas                  | 3 Thursday sessions (1 and ½ hours) |
| - Progress Monitoring / Portfolios                                        |                                 |

| Movement Integration                                                      | Dance Education Coordinator   |
| - Strategies to engage kinesthetic learners                               | 6 sessions (1 hour)           |
| - Typical dance class                                                    |                                 |
| - Content integration                                                    |                                 |

| Excellent School Visits                                                  | 1 half-day visit              |
| - Synergy, Camino Nuevo, KIPP                                             |                                 |

| Business Meetings                                                        | 30 minutes every other Tuesday (15 sessions) |
| - Standardized Test Training (MAP, CSST, CELDT)                          | + 1 day session for new teachers in the summer |
| - General Policies & Procedures                                           |                                 |
| - IEPs and 504 Plans & process                                           |                                 |
| - The SST referral process                                               |                                 |
| - Classroom Parent Meetings                                              |                                 |
| - School Activities (e.g. Fall Festival, Back to School Night, Charter Visit, Field Day) |                                 |
| - Emergency Preparation (i.e. Earthquake)                               |                                 |
| - Discipline & Behavioral Referrals                                      |                                 |
| - Teacher Evaluation Process                                             |                                 |
| - Student-led conferences                                                |                                 |
| - Technology systems & procedures                                        |                                 |
| - Annual calendar & scheduling                                           |                                 |
| - End of Year check out procedures                                       |                                 |

| Student Information System (Illuminate)                                  | 3 Thursday sessions (1 hours) |
| - Accessing demographic data                                            | + 1 day session for new teachers in the summer |
| - Gradebooks                                                             | 3 Thursday sessions (2 hours) |
| - Assessments & scanning                                                 |                                 |
| - Report Card creation                                                   |                                 |

| Other / ongoing topics                                                  | Director of Operations & Strategy |
| - Mission / Vision & Reflection                                          | Principal                         |
| - General Reflections on our work / evaluating PD / norms               |                                 |
| - High School prep                                                      |                                 |
| - Mandated Reporter Training                                             |                                 |
| - Utilizing Technology                                                   |                                 |
| - Reading Intervention Strategies                                        |                                 |
| - Scaffolding in content area reading                                    |                                 |
| - Promoting Social Development in Adolescents                            |                                 |
J. Common Core Implementation Plan

GCS will transition from the California State Standards to the Common Core State Standards over the course of a three-year period. This instructional shift will modify our current thinking from teaching multiple skill sets in the California State Standards to guiding students to mastery of a smaller number of learning objectives in each grade. Although Common Core State Standards are fewer in number, we expect that their rigor will increase both the depth and complexity of material studied in every grade level and will ultimately enhance our students’ intellectual growth.

Our transition to Common Core State Standards-based instruction will occur in four phases: 1) building awareness of the new Common Core standards, 2) transitioning to the Common Core standards as the foundation for instruction, 3) executing full implementation of instruction grounded in the Common Core State Standards, and 4) concluding with targeted professional development that will enhance instructional practice in determined growth areas. The graphic below illustrates a timeline for this gradual shift in instructional practice:

For each phase in our timeline, GCS has identified several objectives that will successfully facilitate understanding and growth in implementing the new-adopted Common Core State Standards. We are confident that this plan will allow time for exploration, practice, and ultimate mastery of the
The following chart identifies the objectives for each year of our implementation plan:

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<tr>
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<tbody>
<tr>
<td>Objectives:</td>
<td>Objectives:</td>
<td>Objectives:</td>
<td>Objectives:</td>
</tr>
<tr>
<td>1) School-wide: Teachers receive professional development on an overview of CCSS.</td>
<td>1) School-wide: Teachers receive professional development in rigorous academic language and consistent use referencing the text as evidence.</td>
<td>1) School-wide: Teachers receive continued professional development in providing instructional rigor that aligns with CCSS expectations.</td>
<td>1) School-wide: Teachers receive targeted professional development to grow instructional practice in CCSS based on student needs.</td>
</tr>
<tr>
<td>2) School-wide: Teachers identify both California State Standards and Common Core State Standards in their lesson plan objectives.</td>
<td>2) POD: In the ELA PODs, teachers begin including recommended literature and non-fiction texts from the CCSS recommended list. In math PODs, teachers will develop knowledge around expected math fluency.</td>
<td>2) POD: 3-5 and 6-8 PODs receive targeted training on changes in summative assessments (i.e., from CST to SMARTER). The K-2 POD will continue to receive development on scope and sequence in the early grade levels.</td>
<td></td>
</tr>
<tr>
<td>3) POD: POD leaders receive in-depth professional development in their core content area in second semester (3-5 day workshops at LACOE).</td>
<td>3) POD: POD leaders disseminate key understandings from in-depth trainings to teachers.</td>
<td>3) POD: POD teams will to develop understanding of scope and sequence of CCSS vertical progression.</td>
<td></td>
</tr>
<tr>
<td>4) POD: POD leaders and administration plan professional development for grade level groups for 2013-2014.</td>
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</tbody>
</table>

K. GCS WILL BE A SITE-BASED LEARNING ENVIRONMENT

GCS will be a site-based matriculation school.
L. GCS WILL ADDRESS THE NEEDS OF ALL SUB-GROUPS, INCLUDING AT-RISK STUDENTS

Since our constructivist program inherently values multiple intelligences and differentiated learning, all students at risk of low achievement, including students with disabilities, socioeconomically disadvantaged students, and English language learners, receive focused attention to their needs and strengths as teachers implement individualized instruction based on data-driven assessments. Other components of the program assist in meeting the individual needs:

1) Small class sizes which allow the teachers to truly know their students;
2) Ample instructional planning time during each school day (such as when students are engaged in dance and other enrichment classes) so that teachers can modify and create lessons and curriculum to meet the needs of individual students;
3) A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other’s varying expertise in handling learning differences;
4) Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
5) Various forms of assessment that are used to guide instruction;
6) Learning goals that are clearly articulated; and
7) High expectations for all students.

Teachers assess all new students, and administer baselines assessments to returning students. These evaluations are derived from state standards and include an English language assessment component (where applicable). Throughout the year, teachers also assess students through informal measures such as checklists, running records, class work and observations, and through more formal means, such as STAR testing and quarterly benchmark assessments (see Elements 2 and 3, below). Teachers use the Illuminate database or other data analysis system to record results, where a color-coded flag indicates the need for close monitoring and systematic intervention. At this point, instructional modifications such as differentiated instruction, scaffolding, and alternative assignments are used to address the needs of individual students. In addition, teachers provide individualized instruction for students during class, at break, or after school. These interventions are recorded in a log, which documents the length of time and effectiveness of the modification. Trained volunteers also tutor students needing special attention.

1. At Risk of Low Achievement

Student Success Team
Despite the many strengths of the school’s programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, after classroom interventions have been tried and documented over time with limited success, a referral to the Student Success Team (SST) will open a new pathway of support to students.

The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school’s resources. A request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST is comprised of the referring teacher, an administrator, the student’s parent/guardian, and a translator when necessary. Additional team members are added as appropriate to each student.
(e.g. additional teachers or instructional aides who work with the student, counselors or other support providers working with the student in or outside of school, or additional administrators). When appropriate, students are asked to participate. The team meets in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. In accordance with CDE guidelines, the SST is a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an improvement plan can be designed.

The SST process begins by clarifying the student’s strengths and other known background information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention. A designated, qualified lead faculty member with experience and training in Special Education, ELL and other support services will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development, below.)

Following the implementation of an SST plan and mandatory first follow up meeting, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed. Upon enrollment at the school, parents will receive the required information about what to do when they know or suspect their child may need additional supports or when parents are puzzled about their child’s development.

**Intervention Program**

Following each cycle of mid-trimester and end of trimester assessments, all teachers create intervention plans to address the needs of students performing below standards/expectations. These plans identify the areas of need (specific objectives and the linked standard), baseline assessment data, a goal to be met by the end of the intervention period, the strategies to be used for re-teaching, and the curricular and human resources to be used.

In order to implement these interventions, teachers have the support of instructional aides, before/after school intervention program teachers, and resource teachers in the case of students with identified special needs. GCS currently employs 10 part-time instructional aides, allowing all teachers to get between 60 minutes and 140 minutes of aide time a day, depending on grade level. Many of these instructional aides have teaching credentials and extensive experience working in academic settings, making them a valuable resource for effectively differentiating instruction. Gabriella Charter’s before/after school intervention program serves between 15 and 20 percent of enrolled students each year, allowing extra time (generally two hours/week for students in need of support in language arts and one hour/week for students struggling in math) outside of regular school hours for students most in need of support. Intervention classes are taught either by classroom teachers or by instructional aides. Instructional aides are often able to work with the same grade/subject area that they support during the school year, allowing a great deal of continuity between intervention inside and outside of school hours.

2. **Students with Special Needs**
Observation and documentation are fundamental to our teachers in formulating appropriate differentiated instruction, but they are a particular benefit with regards to children with special needs. Inclusion is a priority and the preferred method of educating all students at GCS. Therefore, special needs students are integrated into the mainstream classroom to the furthest extent possible.

GCS provides special education services through professional agencies and credentialed individuals, including speech and language, physical therapy, adapted physical education, behavioral therapy and occupational therapy. All Special Education consultants and outside service providers collaborate with students’ classroom instructors to determine a student’s individual needs through his/her IEP. Special Education students receive support from either on-staff Special Education teachers or consultants, with their core class assignments, self-advocacy, and through accommodations made in the classroom in accordance with their IEPs. Special education teachers “push in” to assist students within their general education classes by collaborating and/or co-teaching with the classroom teachers.

GCS has taken or plans to take the following measures to improve its Special Education program in the coming years:

- An additional special education aide will provide support to students with special needs, particularly in behavioral management. GCS will send this person to ongoing LAUSD trainings as provided.
- The SPED Team (Resource teachers, special education instructional aide, and AP Special Education) attended a two-day session on Applied Behavior Analysis offered by the LAUSD Behavior Support Office. As a result, SPED personnel are equipped to create individualized behavior plans for SPED and GenEd students who need additional behavioral support.
- GCS hired a part time in-house school psychologist to test students for purposes determining eligibility for special education.
- We have restructured the roles of RSP teachers, to include a new format for lesson planning and goal tracking, in order to increase the number of students meeting annual IEP goals.
- The AP, Special Education will meet bi-weekly with RSP teachers to review student progress toward goals.
- GCS’s own RSP teachers will administer academic assessments and write IEPs for their individual caseloads.
- The AP, Special Education plans to create a social skills counseling group for students with autism.
- Given the need for occupational therapy for non-SPED students, GCS is starting an occupational therapy workshop for students who need extra help with their fine motor skills, but don't necessarily qualify for Special Ed.

**Special Education Program (LAUSD-REQUIRED LANGUAGE)**

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 either 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 (LAUSD-REQUIRED LANGUAGE)**
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 has created 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). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. 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.

**Modified Consent Decree Requirements (LAUSD-REQUIRED LANGUAGE)**
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 statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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.
The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

3. Socioeconomically Disadvantaged Students

Based on demographic data detailed in Section A, virtually all of the students who enroll at GCS are “socioeconomically disadvantaged.” We recognize that the Greater Echo Park community faces many challenges, and that some of the children within the community may lack supports that other families and communities take for granted. As detailed extensively herein however, we believe emphatically that all students can learn and succeed, and that “disadvantaged” students are entirely capable of academic excellence.

Our teachers and staff receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs. Our SST is responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well.

GCS offers a whole day program from kindergarten on, before-school care beginning at 7:15, and an after-care program for grades 1-8 to ensure full-day coverage from 7:15 a.m. to 6:00 p.m., in order to accommodate working families. Our integrated curriculum, including dance instruction, empowers these students to take pride in and ownership of their learning. GCS celebrates the success of students at weekly assemblies, special lunches, dance publishing parties, recitals, and other events. These activities expose disadvantaged students to learning and enrichment opportunities they might otherwise not have had.

4. Gifted Students

Some students arrive better prepared for school or naturally able to learn at a faster pace than other students, suggesting the need to provide academically challenging activities that foster more sophisticated critical thinking skills. Students who during the course of the academic school year demonstrate an ability to advance at a faster pace in core academic areas are challenged through an individualized education plan. In certain instances, services such as psychological testing are used to test students for gifted ability, depending on the availability of such services. Parents and guardians are informed when their child is identified as potentially gifted so that they can seek appropriate challenges and opportunities for their child.

Differentiation strategies serve to meet the unique learning needs of advanced learners within the regular classroom program, such as:
• Providing alternative and/or extension activities for students who have already mastered the content being taught;
• Allowing gifted and high achieving students to work at an accelerated pace;
• Providing opportunities for students to work in flexible groups with other intellectual peers;
• Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
• Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking; and
• Incorporating a variety of the levels of thinking described in Bloom’s taxonomy—including the higher levels of analysis, evaluation, and synthesis—into lesson content and student work products. (Tomlinson, 1995.)

In addition to these classroom strategies, teachers and school leaders work with students and their families to arrange special enrichment activities for gifted students, including:

• Supplemental field trips related to area of giftedness (e.g., art museums or dance performances, poetry reading, technology conference);
• Participation in everybody dance! Company Kids Dance Troupe (for students advanced in dance ability)
• Participation in academic or artistic competitions
• After-school activities related to area of giftedness (e.g., Math Counts, creative writing course, young inventors club).

5. English Learners

Nearly half of the students enrolling at GCS are English Learners. In 2010-11, 46% of our students were English Learners and another 19% were “recently reclassified”, and in 2011-12, 47% of our students were ELs with 19% recently reclassifying. GCS will continue to serve this population of students by meeting all federal and state requirements for services to English Learners, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking, reading, and writing. A 2011 API score of 851 among the English Language Learner subgroup (2011 Overall API: 875) demonstrates that GCS is making strides in closing the achievement gap for these traditionally underachieving students. Students who have been reclassified continue to be monitored to determine their ability to master state ELA standards without language support (all students reclassified during the 2010, 2011, and 2012 STAR administration scored proficient or advanced on the ELA section of the CST). We use similar procedures to monitor students who are reclassified on an ongoing basis.

<table>
<thead>
<tr>
<th>Year</th>
<th># of ELLs</th>
<th>% ELLs</th>
<th># Reclassified</th>
<th>% Reclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-07</td>
<td>80</td>
<td>63%</td>
<td>4</td>
<td>5%</td>
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<tr>
<td>07-08</td>
<td>85</td>
<td>56%</td>
<td>15</td>
<td>17.6%</td>
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<tr>
<td>08-09</td>
<td>78</td>
<td>51%</td>
<td>12</td>
<td>14.4%</td>
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<tr>
<td>09-10</td>
<td>132</td>
<td>48%</td>
<td>4</td>
<td>3%</td>
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<tr>
<td>10-11</td>
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<td>46%</td>
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<td>11-12</td>
<td>169</td>
<td>47%</td>
<td>32</td>
<td>19%</td>
</tr>
</tbody>
</table>
The California English Language Development Assessment (CELDT) along with LAUSD ELD Portfolios is used to determine individual student levels as well as to determine progress in acquiring English proficiency. Students will be monitored in conjunction with the California English Language Development Standards levels described below:

1. **ELD 1: Beginning**: The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.

2. **ELD 2: Early Intermediate**: The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.

3. **ELD 3: Intermediate**: The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.

4. **ELD 4: Early Advanced**: The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.

5. **ELD 5: Advanced**: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Teachers assess student progress, both formally and informally throughout the year. This data is used to determine individual proficiency levels and how instruction should be modified. These assessments are authentic and integrate subject areas wherever possible. On a trimester basis, teachers compile student work samples and assessments and evaluate progress using the ELD portfolio. It is expected that students will move one level each year.

Targeted English instruction in the form of English Language Development is provided for English Learners. Students receive academic support during class on an individual and small group basis. During these sessions, students are grouped homogeneously according to their ELD level.

Throughout the curriculum, teachers utilize researched-based strategies specific to the needs of English Learners, including Specially Designed Academic Instruction in English (SDAIE), which is based upon the language acquisition theories of Dr. Steven Krashen. SDAIE supports English Learners by allowing them to move forward with academic courses while at the same time learning English through comprehensible second language input and a supportive learning environment. SDAIE instruction, which also benefits students who are academically high priority, focuses on making academic input comprehensible through the use of strategies such as:

- Realia and manipulatives (real objects and materials)
- Visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Graphic organizers (matrices, Venn diagrams, webs)
- Planned opportunities for interaction between students (creating a skit and acting it out, think-pair-share, collaborative learning, and student-generated stories based on personal experiences)
SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. SDAIE enhanced instruction for a GCS sixth grade social science unit on Ancient Greece might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

   **Anticipatory Guide**: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

   **Brainstorming**: Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

   **Graphic Organizers** – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

   - **Comparison-Contrast Matrix**: Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied.
   - **Flowcharts**: Students sequence important events in the development of the Greek culture.
   - **Cause and Effect Chart**: Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

   **Reciprocal Teaching**: Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

   **Picture This** – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other’s drawings.

   **Reading Guide** Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write “yes” or “no” on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one
thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other’s questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the element of Greek culture they feel the quote illustrates.

In addition to employing SDAIE strategies for content instruction, teachers at GCS utilize time during the instructional blocks for differentiated instruction. During these periods, students with similar language support needs are grouped together for activities such as vocabulary preview/review, teaching of specific language structures, and additional oral language practice.

In English Language Arts, teachers give English Learners direct, systematic and explicit development of vocabulary, grammar, comprehension and expression in order to facilitate oral and written communication. Language is used in authentic contexts, tapping students’ prior knowledge to help students connect new vocabulary to familiar topics. A student-friendly climate reduces anxiety to encourage ELs to take risks and to experiment with language. Teachers focus on language input, making the message comprehensible, by using visuals, props, facial expressions and gestures. Modeled language, structured sentence frames, reading guides, charts and diagrams all support students, helping them develop syntax and pragmatics of speech while providing access to content. Songs, chants, repeated readings, pair-sharing, jigsaw reporting, group projects and leadership turns in math meetings and literature discussions give students daily opportunities to practice speaking English. Other support strategies include pre-teaching, review of lessons and differentiated questioning techniques.

Instructional aides and community volunteers support small student groupings during Reader’s Workshop and Writer’s Workshop, allowing the teacher to assess student needs and to provide differentiated instruction and assignments that target specific ELD standards. Writer’s workshop is scaffolded through 1) modeled writing, where elements of language are explicitly taught; 2) shared writing, where students dictate their ideas to a teacher who acts as a scribe; 3) guided writing, where students are provided prompts/clues to organize their ideas; and 4) independent writing, where students create drafts using visuals from guided writing.

Sixth, seventh, and eighth grade students classified as English language learners participate in the regular ELA program with curriculum delivered using SDAIE (Specially Designed Academic Instruction in English). SDAIE strategies are employed to ensure these students can successfully access the social science, math, science, and other curriculum. For ELs at ELD Levels 1 and 2, Humanities teachers provide specific ELD instruction. In addition, GCS employs certificated bilingual
instructional aides to provide primary language support in content as needed. Finally, resource teachers and/or instructional aides provide additional targeted instruction for EL 1s and 2s during reading block, advisory, and Humanities.

The dance program also is used as a bridge to build students’ English vocabularies. As a kinesthetic way to learn language, dance relies on the same part of the brain for conceptualization, creativity and memory that verbal language does for speaking and writing (Hanna, 1999, p. 18). Just as verbal language entails vocabulary, grammar and semantics, dance entails steps and gestures, rules for how one movement follows another, and meaning. Therefore, creative movement associated with dance education can reinforce students’ vocabulary development in the classroom. Dance instructors currently use Total Physical Response in the dance studio to enhance English language development. They also use the Anne Hutchinson Guest “Language of Dance” approach to engage students in the fundamental stages of notating dance. This process includes exploring, creating, observing and analyzing movement and provides students the opportunity to record movement in symbols. The Language of Dance approach promotes the transference of the physical experience of dance to an intellectual understanding, which enhances participant learning and contributes to the dancing process. Students are empowered by learning appreciation, interpretation and evaluation of dance through individual and group reflections and critiques. This instructional approach offers an enriching way of presenting movement as part of movement education, and provides students many opportunities for problem solving and a refinement of perceptual skills. In dance classes, students also develop physical skills and technique and confidence is developed through presentation and performance.

Entering upper grade ELL students are assigned an ELD level (1-5) based on criteria including CELDT scores, elementary ELD level, and review of LAUSD ELD portfolios (where applicable). Once levels for incoming students are determined, the Assistant Principal of Intervention and Assessment provides teachers with a roster of ELL students and their levels as well as the state ELD standards (6-8th grade span) for each level represented in their class.

Each trimester, teachers are responsible for examining their instructional plans for the standards to be covered and identifying the relevant ELD standards to be taught and assessed during the trimester. The teacher responsible for the ELA/social science block will teach and assess the majority of ELD standards. However, when grade level teams identify key reading comprehension, writing, and listening/speaking standards to be taught throughout all content areas, ELD standards matching these ELA standards are identified and the team shares the teaching and assessing of these standards.

When creating assessment tools (e.g. writing rubrics, rubrics for oral presentations), ELD standards are incorporated whenever possible so that the same assessment tool may be used to track student progress towards grade level ELA standards as well as the standards for a certain ELD level. A sample Listening & Speaking rubric is included in Appendix A.

Before the issuance of each progress report card, teachers summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. All ELL students receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking. At the end of the trimester teachers also go through the list of standards for a student’s current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored
writing samples, rubrics from oral presentations) to the Assistant Principal, Intervention and Assessment, who works with teachers to make the final decision regarding progression to the next ELD level.

Reclassification criteria and procedures are outlined below.

**Grades 6-8 Reclassification Criteria**

- **CELDT:** Overall performance level of 4 or 5 and skill area scores of 3 or higher in listening-speaking, reading, and writing
- **Report Card:** Scores of B or better in all ELA (Reading, Writing, and Listening/Speaking) categories.
- **Parent/Teacher/AP, Intervention & Assessment judgment:** Parents, the classroom teacher, and Assistant Principal, Intervention & Assessment judge that the student will be successful in a mainstream English program
- **CST:** Basic, Proficient, or Advanced performance on the ELA section of the test

**Grades 3-5 Reclassification Criteria**

- **CELDT:** Overall performance level of 4 or 5 and skill area scores of 3 or higher in listening-speaking, reading, and writing
- **CST:** Basic, Proficient, or Advanced performance on the ELA section of the test
- **Report Card:** Overall scores of 3 or 4 in each ELA domain (Reading, Writing, and Listening/Speaking) for the current reporting period
- **Parent/Teacher/AP, Intervention & Assessment judgment:** Parents, the classroom teacher, and Assistant Principal, Intervention & Assessment judge that the student can be successful in a mainstream English program

**Grades 1-2 Reclassification Criteria**

- **CELDT:** Overall performance level of 4 or 5, and skill area scores of 3 or higher in each category
- **Other** locally available assessment results
- **Report Card:** Overall scores of 3 or 4 in each ELA domain (Reading, Writing, and Listening/Speaking) for the current reporting period
- **Parent/Teacher/AP, Intervention & Assessment judgment:** Parents, the classroom teacher and Assistant Principal, Intervention & Assessment judge that the student can be successful in a mainstream English program

**Reclassification Procedures**

The following reclassification procedures will be used:

- Each semester, the Assistant Principal, Intervention & Assessment creates a list of all students who meet the CELDT and CST criteria for reclassification.
- At the end of each semester, Assistant Principal, Intervention and Assessment distributes an updated potential reclassification list to ELA teachers. This document lists by class all students who meet the CELDT and CST criteria for reclassification.
- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, the Assistant Principal, Intervention and Assessment works with the ELA teacher to determine the ability of individual students to master grade level standards without language support.
• Based on the information provided by teachers, the Assistant Principal, Intervention and Assessment identifies students ready to be reclassified and submits these names to the office (SIS clerk). The office sends a reclassification letter to these students’ parents.
• Parents indicate a time to meet with the Assistant Principal, Intervention and Assessment to provide input on the decision to reclassify. At the end of this meeting, the parent signs a letter indicating their support of the decision to reclassify, as applicable.
• Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of state ELA standards.

Professional development is focused on enhancing teacher’s knowledge of how to teach English language learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all students can meet standards. Teachers authorized to teach English Language Learners continue to receive training and support in the effective implementation of techniques such as Specially Designed Academic Instruction in English and Scaffolding. Teachers also observe model lessons and receive feedback on their implementation of new techniques.

**English Learner Instruction (LAUSD-REQUIRED LANGUAGE)**

Gabriella Charter School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Gabriella Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

• How ELs’ needs will be identified;
• What services will be offered;
• How, where and by whom the services will be provided;
• How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Gabriella Charter School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Gabriella Charter School shall administer the CELDT annually. Gabriella Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.
ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“The measurable student outcomes identified for use by the charter school ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code 47605(b)(5)(B). Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.”

As a California charter school, GCS assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. GCS holds itself to high standards for student and staff performance, fiscal responsibility, integrity among school leadership and the Board of Directors, and the achievement of school goals. We utilize a wide variety of measures to assess the school’s accomplishments and to gauge the overall effectiveness of its educational program (see Element 3: Methods for Measuring Student Outcomes).

The measurable school and pupil outcomes for GCS are designed to reflect our dedication to educate children so that they can flexibly apply the skills and information they have learned in school to a variety of settings. Student outcomes are derived from the California State Standards, our definition of an educated person in the 21st century, and our school values. The Principal and faculty are accountable for the academic achievement and psychological well-being of GCS students. The Gabriella Charter Schools Executive Director is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors. The Principal will also be accountable for meeting Adequate Yearly Progress as required by NCLB.

A. PUPIL OUTCOMES

GCS has adopted a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school’s vision and mission, based on the state and Common Core standards and our definition of an educated person in the 21st century. Based on the successful test results of our first six years, we expect student achievement outcomes at GCS will continue to exceed – by significant margins – the proficiency levels of students in the neighboring traditional public schools. Full implementation of the educational program and frequent monitoring of student and school outcomes ensures that the school is an academic success and is achieving all of its overarching goals. To make certain that the school’s primary goal of increased academic achievement for all students is met, student achievement data obtained from standardized assessments are disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g. by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-created and publisher assessments, are analyzed individually by teachers and in collaborative groups during weekly professional development sessions in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. On a quarterly basis, student achievement data are analyzed among the school faculty at professional development meetings on early dismissal days.

The GCS faculty uses a variety of assessments to measure individual students’ attainment of state content standards and the objectives of our curriculum. Students participate in several formal
assessments each year, including Fountas & Pinnel and CORE diagnostic assessments. Official checklists and rubrics from the published curriculum programs play a major role in teachers’ determination of student achievement of standards mastery. More informal assessment techniques also play a major role. In kindergarten, for example, in order to find out how children are progressing, the teachers observe the children engaged in a variety of events: children sitting on the carpet working with math manipulatives; using a pointer, children reading from poetry charts; the teacher sitting at a table with a small group of children presenting a mini-lesson or conferencing; and so on. Teachers observe children as they are engaged in classroom activities and record their behaviors in an anecdotal record. These observations, along with student work samples over a period of time gathered in a portfolio, guide the instruction in this example.

As students become increasingly able to produce independent work samples such as math worksheets, journal entries, short reports, written stories, and responses to literature, teachers are able to evaluate these products. Similarly, beginning in second grade, students participate in self-reflection and self-selection of work to be included in their work portfolios. By second grade, formative assessments occur on a daily basis and include collected homework assignments, in-class student work, and investigations observed by teachers.

By the end of the third grade we expect that most students perform at the proficient level or above in reading, writing and speaking according to the school’s identified assessment measures. Ongoing assessment of daily work and formal evaluation using scoring guides, tests and checklists provide the teacher, parent and student with feedback on student achievement and progress.

By fourth grade and continuing through eighth, student evaluation will become more formal, including student-produced book projects, final draft writing, science experiments and presentations of research. Portfolios are used to assess student growth and to assist both the student and the teacher in identifying the next steps for growth. Homework assignments gain increasing importance as formative assessments and windows into a student’s conceptual understanding of the topics at hand. Students are assessed in a summative manner on a weekly basis in the form of a quiz, test, essay, research paper, presentation or project.

In addition to the measurable student and school outcomes described in Element 2, GCS pursues for all students the supplemental academic and social outcomes summarized in the following table. Included alongside the supplemental outcomes are the focus content areas, methods and frequency for measuring academic progress, and specific benchmarks for student performance. (Note that detailed descriptions of the content standards have not been included here. For a complete list of the content standards that will be addressed at each grade level, see Element 1: Curriculum Scope and Sequence and/or Appendix A.)

GCS will pursue the following measurable outcomes as performance goals for student academic achievement and the school as a whole. The outcomes are aligned with the overarching goals described within the educational program (see Element 1: Section C).
The tables below summarize student outcomes, measurement instruments and supplemental benchmarks by subject area.

### ALL GRADES, K-8

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<thead>
<tr>
<th>Subject Area and Outcomes</th>
<th>Measurement Instruments</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-5 Reading</strong></td>
<td>- Standardized tests (i.e. CST, etc)</td>
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<tr>
<td></td>
<td>- NWEA Reading MAP (grades 5-8)</td>
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<tr>
<td></td>
<td>- Fountas &amp; Pinnel</td>
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<tr>
<td></td>
<td>- Teacher observation and running records</td>
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<td>- Fluency tests</td>
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<td>- Performance tasks</td>
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<td>- Written responses and critiques</td>
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<td><strong>The percentage of students receiving a CST score of proficient or above based on fulfillment of the ELA standards will be 100% by 2013-2014.</strong></td>
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<td><strong>75% of students will be reading at or above grade level and/or make significant gains (1.25 years of growth) annually.</strong></td>
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<td><strong>6-8 Reading</strong></td>
<td><strong>- CST (4th and 7th grade)</strong></td>
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<td><strong>- NWEA Language Usage MAP (grades 5-8)</strong></td>
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<td><strong>- School-designed writing assessment</strong></td>
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<td><strong>- Rubrics</strong></td>
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<td><strong>75% of students will score Proficient or Advanced on rubric scored quarterly writing prompts.</strong></td>
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<td></td>
<td><strong>The percentage of students receiving a CST score of proficient or above based on fulfillment of the ELA standards will by 100% by 2013-2014.</strong></td>
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<tr>
<td><strong>K-5 Writing</strong></td>
<td><strong>- Student writing demonstrates a command of standard English conventions appropriate to grade level.</strong></td>
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<td></td>
<td><strong>- Students communicate effectively through a variety of written forms.</strong></td>
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<td><strong>- Students choose topics for writing within a genre.</strong></td>
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<td></td>
<td><strong>- Students progress through the appropriate stages of the writing process.</strong></td>
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<tr>
<td></td>
<td><strong>- Student writing demonstrates a command of standard English conventions appropriate to grade level.</strong></td>
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<tr>
<td><strong>6-8 Writing</strong></td>
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</tbody>
</table>

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17 If federal (i.e. NCLB) and State AYP targets are revised, the following benchmark will be applied, assuming it is consistent with the new federal and state requirements: The percentage of students receiving a score of proficient or above based on fulfillment of the standards will increase by 2% annually until school-wide CST proficiency reaches 85% in ELA.

18 Ibid.
- Students communicate effectively through a variety of written forms, showing consideration for audience and purpose
- Students write clear, coherent, focused essays that contain formal introductions, supporting evidence, and conclusions
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
- Students progress through the stages of the writing process
- Student writing demonstrates a command of standard English conventions appropriate to grade level.
- Students use a variety of research strategies.

A minimum of 80% of 4<sup>th</sup> and 7<sup>th</sup> graders will Score Proficient or Advanced on the CST Writing Assessment

| K-5 Listening and Speaking | -Students listen critically and respond appropriately to oral communication.
- Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students deliver grade level appropriate recitations and oral presentations
- Student speaking demonstrates a command of standard American English appropriate to grade / ELD level.

6- 8 Listening & Speaking
- Students plan, organize, and deliver focused, coherent formal presentations that employ traditional rhetorical strategies (e.g., narration, exposition, persuasion, description)
- Students analyze and evaluate the content of oral and media communications
- Students speak with a command of standard English conventions appropriate to grade / ELD level.

75% of students will be at proficient or above (based on a school-designed rubric) after 3 years of continuous enrollment at the school.

| English Language Acquisition | -Teacher observation
-Oral reading record
-Checklists (repetitions, expansions)
-CELDT

English Learners will meet or exceed annual AMAO targets 1-2. 100% of English Learners will be proficient or advanced in ELA and
<table>
<thead>
<tr>
<th>Social Settings</th>
<th>CST</th>
<th>Math as measured by the CST by 2013-2014.19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-8 Mathematics</strong></td>
<td>-Teacher assessment &lt;br&gt;-Chapter and Unit assessments &lt;br&gt;-Teacher observation &lt;br&gt;Standardized tests (i.e. CST, etc) &lt;br&gt;-NWEA Mathematics MAP (Grades 5-8) &lt;br&gt;-School wide pre-algebra assessment</td>
<td>The percentage of students receiving a CST score of proficient or above based on fulfillment of the Math standards will be 100% by 2013-2014.20 &lt;br&gt;100% of 8th grade students will score Proficient or Advanced on Algebra CST.21 &lt;br&gt;75% of students will proficient and/or make significant gains (1.25 years of growth) annually.</td>
</tr>
<tr>
<td><strong>6-8 Science</strong></td>
<td>75% of students will score Proficient or Advanced on History – Social Science CST enrollment at the school. 75% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report.</td>
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</tbody>
</table>
| - Students possess foundational skills and knowledge in the physical, life, and earth sciences  
- Students develop and ask meaningful questions and perform careful investigations to test a hypothesis  
- Students will select and use appropriate tools and technology to perform tests, and to collect and display data. | -Performance tasks  
-Teacher assessments  
-Exhibits | 75% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report. |
| **Visual Arts** | 75% of students will be at proficient or above after 3 years of continuous enrollment at the school. 75% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report. |
| - Students understand and appreciate different art mediums; gain knowledge and skills; and meet state standards in visual arts | -Performance tasks  
-Teacher assessments  
-Exhibits | 75% of students will be at proficient or above after 3 years of continuous enrollment at the school. 75% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report. |
| **Dance** | 75% of students will be at proficient or above after 3 years of continuous enrollment at the school. 75% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report. |
| Students understand and appreciate different dance genres; gain and apply physical motor skill; meet state dance standards | -Dance publishing parties  
-Videotapes  
-Performance tasks  
-Culminating performance | 75% of students will be at proficient or above after 3 years of continuous enrollment at the school. 75% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report. |
| **Physical/Health Education** | 75% of students will be at proficient or above after 3 years of continuous enrollment at the school. 75% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report. |
| - Students understand the importance of maintaining healthy lifestyles and how decisions can impact the future | -Teacher assessments  
-Skills inventory  
-Performance tasks  
-CA State Fifth and Seventh Grade Physical Fitness Exam | 75% of students will be at proficient or above after 3 years of continuous enrollment at the school. 75% of sixth, seventh, and eighth grade students will be at proficient or above based on a quarterly progress report. |
More specific internal assessment schedules will be utilized at each grade level for each subject. The following table illustrates a detailed assessment plan for English Language Arts in the elementary grades.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td><strong>Literacy Component</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts about Print</td>
<td>Concepts About Print (B, M)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>CORE Phonological Awareness Screening Test (M); CORE Phoneme Segmentation Test (M,E)</td>
<td>CORE Phonological Awareness Screening Test (B)</td>
<td>CORE Phoneme Segmentation Test (B,M) (<strong>CORE Phoneme Segmentation Test if necessary (students not reading fluently on grade level)</strong>)</td>
</tr>
<tr>
<td>Phonics</td>
<td>CORE Phonics Survey Items: A &amp; B (alphabet recognition)(B,M,E); Items C, D (sounds), and E (short vowel CVC)(M,E)</td>
<td>CORE Phonics Survey Items • A – D (B; and as needed); • E (Short vowels in CVC words) (B, M, E); • F – K (Real and pseudo word reading – blends, digraphs, vowels) (M,E); • L (Multisyllabic) (E)</td>
<td>CORE Phonics Survey Items A - K (single syllable word reading – all phonetic elements) (B, as needed); Phonics Survey Item L (multi-syllable word reading) (M,E)</td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td>DIBELS first grade benchmark passages (M, E)</td>
<td>DIBELS second grade benchmark passages (B, end of each trimester)</td>
</tr>
<tr>
<td>Spelling</td>
<td>Words Their Way Primary Spelling Assessment (E)</td>
<td>Words Their Way Primary Spelling Assessment (M, E)</td>
<td>Words Their Way Primary Spelling Assessment (B, M, E)</td>
</tr>
<tr>
<td>High Frequency Words</td>
<td>100 Word List (Dolch + HM)(B, M, E)</td>
<td>200 Dolch Words</td>
<td>150 words (compiled from Fry 300 Instant Words List and HM)</td>
</tr>
<tr>
<td>Comprehension</td>
<td>F &amp; P Benchmark Assessment (E)</td>
<td>F &amp; P Benchmark Assessment (M,E) HM Summative Assessment (T1, T2, T3)</td>
<td>F &amp; P Benchmark Assessment (ongoing) Summative Assessment (T1, T2, T3) End of Unit Assessments Maze Reading Comp. (B, M, E)</td>
</tr>
<tr>
<td>MATH</td>
<td>Harcourt Inventory (B) LACOE Assessment (Pre/Post) (B, E) Summative Assessments (T1, T2, T3) Unit Assessments</td>
<td>Harcourt Inventory (B) LACOE Assessment (Pre/Post) (B, E) Summative Assessments (T1, T2, T3) Unit Assessments</td>
<td>Harcourt Inventory (B) EduSoft Assessments (Pre/Post) (B, E) Summative Assessments (T1, T2, T3) Unit Assessments</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Literacy Component</strong></td>
<td></td>
<td></td>
<td>NWEA MAP Test (B, E) Reading Language</td>
</tr>
<tr>
<td>Fluency</td>
<td>*DIBELS third grade benchmark passages (B; on-going as necessary for student intervention)</td>
<td>*DIBELS fourth grade benchmark passages (B; (on-going only as necessary for student intervention)</td>
<td>*DIBELS fifth grade benchmark passages (only as necessary for student intervention)</td>
</tr>
</tbody>
</table>
| Spelling | Words Their Way Elementary Spelling Assessment (B, M, E) | Words Their Way Elementary Spelling Assessment (B, M, E) | Words Their Way Elementary / Intermediate Spelling Assessment (B,
### Vocabulary
- Optional: CORE Vocab. Screening (B, E) Critchlow Verbal Language Scale (B, E)

### Comprehension
- F & P Benchmark Assessment (B, ongoing)
- Summative Assessments (T1, T2, T3)
- End of Unit Assessments
- Maze Reading Comp. (B, M, E)
- McLeod Assessment (optional)

### Language Conventions
- Summative Assessments (T1, T2, T3)
- HM English! Unit Tests (optional)

### Math
- Harcourt Inventory (B)
- EduSoft Assessments (Pre/Post) (B, E)
- Summative Assessments (T1, T2, T3)
- Unit Assessments
- Balanced Assessment Diagnostic (B)
- Basic Skills Diagnostic (B)
- Summative Assessments (B, M, E)
- CPM Unit Assessments
- NWEA MAP TEST (B, E)

### Grade Level

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>Narrative Diagnostic (B) Response to Literature Diagnostic (M) Expository Diagnostic (E) Summative Assessments (B, M, E) Mock CST (B, M) NWEA MAP Test (B, E): Reading/Language</td>
<td>Narrative Diagnostic (B) Response to Literature Diagnostic (M) Expository Diagnostic (E) Summative Assessments (B, M, E) Mock CST (B, M) NWEA MAP Test (B, E): Reading/Language</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Balanced Assessment Diagnostic (B) Basic Skills Diagnostic (B) Summative Assessments (B, M, E) CPM Unit Assessments NWEA MAP TEST (B, E)</td>
<td>Balanced Assessment Diagnostic (B) Basic Skills Diagnostic (B) Summative Assessments (B, M, E) CPM Unit Assessments NWEA MAP TEST (B, E)</td>
</tr>
</tbody>
</table>

B = Beginning of Year, M = Middle of Year, E = End of Year

*CORE Phonics Survey Item 5 if necessary (students not reading fluently on grade level)

**NOTES:** These assessments will be used to benchmark student progress.
| CORE = Consortium on Reading Excellence | identify students who need intervention, and guide instruction. They will also be helpful to include in student portfolios and pass on to the next year’s teacher. However, it is understood that many additional assessments will be developed/given by individual teachers throughout the year. |
| DIBELS = Dynamic Indicators of Basic Early Literacy Skills | |
| HM = Houghton-Mifflin | |
Taken together, the scope and sequence tables and narratives in Element 1, the tables above and in Element 3 describe the measurable student outcomes, the frequency and form of objective assessments (both formative and summative) and the resources and curricular materials. GCS will utilize a comprehensive and sophisticated student information system to ensure that all faculty and their managers have access to real-time data on individual students’ performance and achievement of goals and objectives. Teachers will be held accountable for ensuring that all of their students are meeting appropriate objectives.

Through high academic expectations, an optimal learning environment, and the use of assessments to drive instruction, students will acquire the skills needed to matriculate to the next level of instruction, including ultimately higher education, and will acquire the skills to be thoughtful members of society in the 21st century.

B. SCHOOL API, AYP AND CST GOALS

GCS will meet or exceed both government benchmarks for achievement and our own high organizational standards. As detailed in Element 1, many of the traditional public schools in our target area are under-performing, some by a large margin. Based on the successful of Gabriella Charter School, we are confident that GCS will continue to exceed API test scores and proficiency levels in math and language arts compared to the neighboring public schools (see Element 1.) We also expect that all of our sub-groups will exceed the performance of sub-groups at similar schools.

In addition to the renewal terms listed above, GCS will strive to meet the following goals to address the achievement gap in this community and to help students reach their fullest potential:

- Maintain an API score of 875 or above.
- All statistically significant subgroups will make Adequate Yearly Progress, including API targets for subgroups
- The CST participation rate will be at least 95%
- Maintain a student attendance rate of at least 96% for the duration of the charter.
- Adhere to at least a 95% student promotion rate, allowing students to matriculate with their class except in the cases where supplemental interventions have occurred and students have not met grade level academic expectations for promotion.
- Parent participation in events and celebrations will be maintained at a high level with approximately:
  - 95% of parents/guardians attending ongoing parent teacher conferences;
  - 75% will attend parent trainings on how to help students on math and literacy and classroom meetings quarterly throughout the year;
  - Over 95% will continue to participate in the academic program by volunteering in or out of the classroom;
- Foster an enjoyment of reading in students through participation in reading parties which encourage students to read books outside of the classroom that are aligned with state standards.
- 80% of students will pass the 5th and 7th grade California physical fitness exam.
- Annually, students in grade 6-8 will complete two acts of community service.
GCS will meet or exceed Adequate Yearly Progress goals for our school, as required by NCLB.

C. ADDITIONAL OUTCOMES

Our Board, Executive Director and Principal will work diligently to assess overall school operations and progress towards achieving our mission and vision. In addition to the specific academic achievement goals detailed above, additional goals include:

- **Special Education Students**: Special education students will demonstrate appropriate progress toward goals in their IEPs each year.
- **Dance**: At least 75% of students each year will demonstrate grade-level proficiency in achieving dance and arts lesson objectives as determined by teacher assessments.
- **Teacher Satisfaction**: GCS will demonstrate high levels of teacher job satisfaction as evidenced by end-of-year conferences and surveys.
- **Parent Satisfaction**: GCS will demonstrate a high level of parent satisfaction -- 85% or higher -- based on surveys.
- **Organizational Accountability**: The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
- **Financial Accountability**: Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school’s vision and mission as demonstrated by balanced budgets that address the school’s priorities and successful external audits.

These goals and our progress toward goals will be communicated regularly with our entire school community.

D. STUDENT RETENTION POLICY

Gabriella Charter School has a standards-based promotion policy in accordance with Education Code Section 48070.5(1)(d). The law requires that all Boards of Education adopt a policy that establishes criteria regarding promotion and mandatory retention of students at specific grade levels. Students must demonstrate achievement of grade level standards before being promoted to the next grade. Generally, this policy affects students in grades 2 through 8. However, GCS will also give careful consideration to the possible retention of students in grades K and 1 who appear to be at high risk for failure if promoted.

**Criteria for Promotion**
- English proficient students in grades 2-8 must meet minimum grade level standards in English Language Arts and in grades 4 - 8 in Mathematics.
- English Learners not meeting minimum grade level standards can show adequate progress in English Language Arts by advancing one ELD level per year
- Students with disabilities will meet the criteria as indicated in the IEP.

**Interventions to Support Promotion**
At risk students are identified early in the school year and offered a variety of interventions for assistance:

- Classroom instruction with the teacher assisting students in small groups and individually.
- Additional instruction providing academic support for students beyond the regular instructional day.
- Intervention is provided before school, after school, or weekends.
- Summer School/Intersession programs may occur during school breaks.

Students who do not meet the criteria for promotion will be retained unless teachers, parents and administrators determine retention is not appropriate.

During the retention year, students will participate in on-going interventions and attend available interventions during their break time.

**Steps Towards Retention**

If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child’s parent by phone. Before March 1 of the current year, the child’s teacher will consult with the principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made.

1. **Educational Plan**

   Teachers with support of the Assistant Principals or Principal will develop for each student an education plan, including highlighted, time-tracked areas of need in reading, writing and mathematics. This continuum will be used to identify appropriate learning goals for the student. The continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

2. **Retention Folder**

   Teachers will create a folder to document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the principal. This folder will also maintain records of school parent communications, including a signed providing proof of parent notification.

   a. **Data Gathering Instruments**

      The following data will be recorded on or attached to a Student Information page of the retention folder:

      1) Assessment data as appropriate to grade level
      2) Report card scores and comments
      3) Samples of representative work as compared with proficient work at the same grade level
      4) Written summary of student’s strengths and weaknesses
      5) Other important information

   b. **Location and Storage of Records**
In the event the student is retained, the retention folder will be added to and remain in the child's cumulative folder. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year, then discarded. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.

3. Parent Notification Process
Parents are notified through teacher conferences, progress reports, and end of trimester report cards when their child is at risk of not meeting grade-level standards for promotion. All written notification must be signed by the parent and returned to the school.

4. Retention List
On or before May 1 of the current year, an Academic Review Committee will receive a list of any student being considered for retention.

5. Retention Decision Making Process
A final decision regarding a recommended or required retention will be made by the school principal at a retention meeting to take place during the second half of the final trimester of the school year. Parents are invited and encouraged to attend.

6. Parent/Guardian Retention Signature Form
Parents are given a Parent Retention Signature Form outlining the school’s final decision regarding retention no later than 15 days prior to the last day of instruction. Parents must sign and return the form indicating their agreement or disagreement with the recommendation to retain (in the case of a recommended retention) or their agreement or intent to appeal (in the case of a required retention).

7. Parent/Guardian Appeals Process
Parents may appeal a decision to retain a student by submitting the Parent Signature form, indicating disagreement and the reasons for objecting to the retention. To appeal a required retention, parents or guardians appear before the Board of Directors. Information is presented by parents and by the principal and the Board of Directors makes a decision to either support or overturn the retention requirement.

8. Academic Monitoring of Retained Students
The student’s classroom teacher will create an educational plan with specific goals for the retained student, including but not limited to additional support from instructional aides, tutors, and after-school homework assistance. In cases where academic progress remains limited, a Student Success Team will convene a meeting to determine whether assessment for special education services is appropriate.
 ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code 47605 (b)(5)(C)

A. STATE-MANDATED TESTING

While the school’s educational strategy does not focus on testing, our students take all standardized tests required by the state, including:

CST: The California Standards Test is administered in English during the spring to all students in 2nd grade and above. This multiple-choice test is assumed to measure student progress in Language Arts and Math Standards. Additionally, 4th and 7th graders take an essay test in writing. Students in grades 5 take Science and 8th grade students take the Science and History/Social Studies sections of the test. GCS will comply with all changes to these testing requirements (e.g., additional grades taking additional portions of the test, etc.). The results from the CST are used by the State of California to determine the school’s Academic Performance Index (API) and to measure Adequate Yearly Progress (AYP). These are the chief accountability measures in place from the state and federal government.

CMA: Certain students with an individualized education program (IEP) who meet the State Board of Education- adopted eligibility criteria take the California Modified Assessment (CMA) for ELA in grades three through eight, CMA for mathematics in grades three through eight, and CMA for science in grades five and eight instead of the corresponding grade-level and content-area CSTs.

CELDT: The California English Language Development Test is administered every fall to all newly enrolled students whose primary language is not English (within 30 calendar days after they are enrolled in a California public school for the first time) and then once each year to English learners in grade K-8 until they are reclassified. This test includes a Reading, Writing, Listening and Speaking sections, which are administered individually or whole group, depending on the grade level. Because this is a proficiency test instead of a norm-referenced test, the administration of the test is untimed.

GCS teachers examine the results from this test alongside other assessments, since the school is focused on providing quality English Language Development instruction to all English Learners at the school at their proficiency level. The CELDT is one of the measures used to determine whether students redesignate from English Learners to Fluent English Proficient students. Reclassification is one of the school’s primary goals and measures of success.

STS: The Standards-based Tests in Spanish (STS) is used to evaluate students’ progress in Language Arts and Math in Spanish for those students who receive instruction in their primary language or have been enrolled in a school in the United States less than 12 months.

Physical Fitness: California’s state testing in physical fitness (grades 5 and 7) is scheduled and adopted as a measurement of physical fitness for GCS students.

GCS will use Illuminate Education Student Information System to track data. The School administers state-mandated tests independent of the Los Angeles Unified School District. In accordance with
Education Code Section 47605(c), the School shall conduct the pupil assessments required pursuant to Sections 60605 and 60851 and/or pupil assessment applicable to pupils in non-charter public schools.

GCS 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.

**Testing (LAUSD-REQUIRED LANGUAGE)**

Gabriella Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.

**B. ADDITIONAL ASSESSMENTS**

Students take baseline measurements of language arts, mathematics, and English Language Development (ELD) at the beginning of the school year to determine the current level of academic achievement of all students (aligned tests given again at the end of the year to determine academic and social growth). Students entering a certain grade level are given an assessment from their grade level during the previous year to determine skill acquisition. GCS uses publisher-designed and school-designed tests derived from State standards to measure literacy and mathematics skills for each student at the beginning of every academic year. For example, English Language Arts assessments include computerized adaptive assessments (Northwest Evaluation Association’s Measures of Academic Progress or MAP), publisher created pre-tests, unit tests and post-tests (both selected and constructed response), teacher created pre, post and unit tests, rubric-scored projects, essays, oral presentations, the CST, and fluency/phonics assessments for students reading significantly below grade level. 6-8th grade students complete at least two formal writing projects each quarter, with one assigned in the math/science block, and complete end-of-quarter writing prompts in the quarterly focus genre(s). Similarly, GCS students will prepare and present at least two formal oral presentations each quarter, with one assigned in the math/science block. GCS teachers create common and standardized rubrics for each genre of written and oral communication. Such entry level assessments aid teachers in planning intervention opportunities for students who are underperforming as well as enrichment activities for students who are advanced.

During the school year, teachers engage in both informal and formal assessments of students using a variety of measures in order to ensure that instruction is differentiated to meet each individual student’s needs. For example, teachers administer publisher-designed reading fluency, vocabulary and comprehension assessments such as Fountas & Pinnel and the CORE Assessment. They measure mathematics proficiency through publisher-designed tests such as the Harcourt standards-based assessment, focusing on both skill and concept application. These tools provide teachers with a snapshot of each student’s mastery of English language arts and math standards at any given interval. Dance instructors also assess students’ individual fitness levels through observations and performance tasks aligned with the state challenge standards.

To include measures of accountability for the dance program, dance instructors document, evaluate and communicate learning outcomes. Students are assessed on measurable goals set forth at the beginning of each school year, with further more specific goals determined at the beginning of each month. Some common forms of assessment may include the collection of performance videotapes and journals that
show progress over time; performance assessments, or criteria of a specific dance with a criterion-based checklist; and occasional written and oral examinations. Students also are introduced to self-assessment strategies to become more aware of the learning process in dance, and peer critiquing, where they receive oral and written feedback from their peers. All students are required to participate in quarterly dance publishing parties as well as an end of year performance held every June. Dance instructors also participate in professional development to maintain updated understanding of dance requirements in the State of California.

Outcome/Summative Assessments
Outcome assessments include the California Standards Tests, NWEA MAP, and end of the year publisher-designed and/or school-designed language arts and math evaluations. Teachers at each grade level compare beginning and end of the year assessments to show student growth over time and whether students met outcomes. On-demand writing assessments, which are based on a writing prompt developed by faculty, are administered twice a year and graded according to a school-developed analytic rubric. Additionally, culminating performance tasks are often times used as a benchmark to determine proficiency levels according to pre-established criteria. These performances include oral presentations related to thematic units, exhibitions of science experiments and projects, end of the year dance performances, and others.

Below is a brief description of some assessments that are used to determine learning outcomes in several subject areas.

Skills inventories: Teachers conduct quarterly inventories of students’ individual skill levels in language arts and math and record these using developmental checklists. These checklists will supplement other assessments.

Performance tasks: Performance tasks are designed to simulate realistic challenges by requiring students to use knowledge in contexts where purposes are authentic. Students demonstrate understanding through oral presentations, dance recitals, application of mathematical skills in dance movements, science experiments and art displays. Performance tasks are evaluated through school developed analytic rubrics, interviews with students, reading stories aloud, participation in presentations, publishing parties, sharing writing during Writer’s Workshop, and others. Individual classroom exhibits, assembly performances and Friday awards are another measure of student outcomes and have included Day of the Dead tableaus, student-created Indian artifacts, dance publishing parties, reading parties (celebrate commitment to reading), and recognition the achievement of school-wide goals—high achievement, improvement in skills, exemplary attendance, and exemplification of the GCS values (integrity, flexibility, creativity, compassion, and resilience).

Exhibits: Exhibits are the results of intellectual challenges occurring over a period of time. The GCS Annual art Exhibit and the Spring Dance Recital will demonstrate that all students are engaged both intellectually and artistically in meeting school outcomes. The art show features student creative projects aligned with academic standards, African masks, seasonal dioramas, self-portraits, and David Hockney-inspired maps of neighborhoods; the end of the year dance recital includes performances that indicate a broad student mastery of academic goals—learning related to literature, historical periods, ethnic studies, math and science
concepts and behavioral goals— the focus, discipline, cooperation and respect consistent with the GCS school mission.

**Teacher evaluations:** Teachers prepare student progress reports four times during the school year for parents. The progress reports contain both qualitative and quantitative information on each student’s academic and social progress and are aligned with California grade-level standards for English language arts, mathematics, social studies, science and English language development. Student grades are based on school-wide benchmark assessments as well as teacher-designed assessments such as writing prompts, constructed response quizzes, classroom observations, and open-ended examinations. Teaching assistants also administer pull-out assessments to students who are struggling.

Following is a tentative schedule of benchmark assessments that are used by teachers at designated intervals to determine and monitor student progress:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Beginning</th>
<th>Mid-Year</th>
<th>Year end</th>
<th>By Trimester</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publisher and teacher designed math assessment</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Publisher and teacher designed language arts assessment</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reading fluency</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Standards-based baseline assessment (math and language arts)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Writing Prompt</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dance Assessment</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>STAR Testing</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CELDT</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for These Methods**
GCS uses a variety of evaluative tools in order to provide a complete picture of student’s academic and social growth. The methods and procedures described above provide many avenues for observation and measurement of student achievement on a continuum rather than on a single dimension. Comprehensive information gained through varied assessments helps teachers redirect resources and drives instruction by promoting and supporting self-reflection among students and teachers. Each assessment is strongly connected to learning outcomes and instructional methods used in the classroom (e.g., differentiated instruction). In addition, they collectively focus on student progress towards grade level content standards and areas where more intervention or referrals are required.
Thus, for example, in Math, diagnostic assessments are particularly important given that success with new skills is almost completely dependent on mastery of prerequisite skills. Because success in the middle school math curriculum cannot occur unless students have the ability to perform basic operations with ease and accuracy, diagnostic computational skills tests enable teachers to direct appropriate remediation to students as needed.

As teachers introduce new concepts, formative assessments such as graded class work and homework, individual or group projects requiring real world application of mathematical concepts, and teacher or publisher created quizzes inform the pace and differentiation of instruction. Summative assessments such as teacher or publisher created unit tests and quarterly tests allow more formal evaluation of students’ progress towards meeting standards and allow teachers to make instructional decisions regarding the next unit of study and plan for remediation as needed. End of the year summative tools such as teacher or publisher created post-tests and algebra/geometry readiness assessments (at the end of 7th and 8th grade) help measure growth made by individual students and cohorts of students and identify students who need extra help (e.g. a summer school math course) in order to prepare for the next year’s curriculum.

Similarly, as recommended by the California Mathematics Framework, GCS students will show their mastery of mathematics standards, including the mathematical reasoning standards, using a wide variety of assessment types, such as selected response (multiple choice), short answer, open ended questions, interviews, journals, written explanations of problems, and class presentations. Although some mathematics assessments will be timed in order to evaluate students’ internalization of certain skills, other assessments will allow students to demonstrate mastery without time limit.

**Report Cards and Parental Involvement**

Standardized tests, which are both valid and reliable measures of student achievement, are used in conjunction with school-based assessments for students across all grade levels. Longitudinal tools such as skills inventories and STAR results provide a valuable measure of literacy and math skills by providing data from formative and summative assessments. The leadership team coordinates the collection, analysis and reporting of this student achievement data to school staff and to each student’s parent(s) or guardian. GCS informs parents in a variety of ways (e.g., Back to School Night, monthly newsletter) to explain state standardized tests. The purpose of these communications is to relate individual and school-wide results to the School’s mission of fostering focus, discipline and engagement in learning.

Teachers and administrators also frequently encourage parents to become involved in their child’s learning process and outcomes. Parents have access to their children’s progress throughout the year through homework packets, trimester grade level meetings, and twice yearly conferences. GCS teachers are trained on how to analyze data from ongoing assessments. The school has developed a spreadsheet tool for all grade levels that allows teachers to systematically identify students whose test data and ongoing assessment data reveal the need for immediate content-specific intervention. Our Student Information System also provides teachers with real-time data analysis of formative and summative assessments. Weekly lesson plans indicate these interventions, and teachers keep individual intervention logs that specify the intervention, the duration of each such intervention and its result. See Appendix A for an example of a teacher’s intervention plan.
GCS issues school-designed report cards three times a year, and teachers schedule teacher parent conferences to discuss these reports twice during the year. Grades on report cards are aligned with California State Standards for content skills and English and Language development. English Language Learner portfolios consist of writing samples, information on reading levels and other work samples, and placement, assessment and LAUSD ‘re-designation’ criteria.

Annually, the school leadership team presents to the parents and the Board of Directors the results of the STAR testing, school assessments, and other student data that has been compiled and analyzed. This data is used by the Board of Directors to review the effectiveness of the school’s academic program. The following questions are also considered when reviewing leadership, curriculum and instruction, budgeting for instructional aides and tutors, planning summer school and intersession, and allocating resources for professional development:

1) What educational program goals have been achieved?
2) What elements of the educational program need to be strengthened?
3) Have the API and AYP improved from the baseline year?
4) What can the school do to strengthen its academic program and increase student performance?
5) What are specific strategies the school can take to meet its API target goals in the future?
6) What elements of our mission/vision have been successfully addressed?
7) What elements of our mission/vision were not addressed during this school year?

Additional criteria used to evaluate these areas are based on indicators such as student, parent and teacher satisfaction rates, annual results of the Academic Performance Indicator and Adequate Yearly Progress, and student promotion rates. This allows GCS to improve the overall educational program to meet the needs of all students.

C. DATA MANAGEMENT AND ANALYSIS

GCS utilizes a student information system (SIS) called Illuminate Education that has the capacity to capture data and create a variety of reports and analyses regarding such things as student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, tailored to the needs of our school and our instructional methodologies. GCS has recently migrated our students’ information into a new consolidated SIS, one that seamlessly integrates with district systems and reporting requirements. Implementation and training for teachers, instructional aides, and administrative staff is a priority for GCS. This tool allows teachers to analyze results of assessments and use this information to inform their teaching and more efficiently begin intervention with students.

D. USE OF DATA TO INFORM INSTRUCTION

Both internal assessments and standardized test results are utilized to inform teaching and learning. By disaggregating the standardized test data and looking at individual students’ results, faculty and staff utilize test results along with other assessments to determine student’s academic needs, and create individualized learning plans to address these needs. Conversely, individual performance data from each classroom is aggregated to enable school leaders to identify trends and address specific needs.
School leaders analyze assessment data at least monthly (i.e., during check-ins with administration team and teachers, at POD meetings, at the end of trimesters, during SSTs and IEP meetings) from the perspective of teacher education. Gaps in student knowledge become the focus of teacher development in the classroom and help determine appropriate professional development experiences. GCS staff participate in professional development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. The staff is trained on how to interpret standardized test data and engages in critical analysis of assessment data in real-time—including that created and derived from their classroom activities—in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

E. LONGITUDINAL ANALYSIS OF PROGRESS

Results from these myriad assessment activities are collected and analyzed continuously in order to drive program improvement across all facets of the school. We regularly report on and distribute information about school progress to the school community and interested members of the community, including, but not limited to:

- Summary data showing student progress toward the school's goals and outcomes from assessment instruments and techniques as described in this section, including dissemination of the School Accountability Report Card (SARC) and School Performance Framework.
- Summary data from an annual parent satisfaction survey.
- A summary of major accomplishments by the school community, including fundraising efforts, facility developments, community partnerships and other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.
**ELEMENT 4: GOVERNANCE STRUCTURE**

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code 47605(b)(5)(D)

**DISTRICT-REQUIRED LANGUAGE**

Gabriella 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.

Gabriella Charter School will comply with the Brown Act.

Members of Gabriella 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.

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 (**DISTRICT-REQUIRED LANGUAGE**)  
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 (**DISTRICT-REQUIRED LANGUAGE**)  
Gabriella 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 (**DISTRICT-REQUIRED LANGUAGE**)

Gabriella Charter School
Gabriella Charter School and/or its nonprofit corporation 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. Gabriella Charter School and/or its nonprofit corporation 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 (**DISTRICT-REQUIRED LANGUAGE**) Notification is to be made to the 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 Gabriella Charter School.

A. GOVERNANCE STRUCTURE

History and Proposed Change to Governing Board Since its inception, GCS has been a directly-funded, independent charter school, operated by The Gabriella Foundation ("Foundation"), a California non-profit public benefit corporation designated by the Internal Revenue Services as a 501(c)(3) tax-exempt organization. The Gabriella Foundation (formerly known as “The Gabriella Axelrad Education Foundation”) was established in 1999 to operate everybody dance!, and in 2005 opened Gabriella Charter School after a charter petition was approved by LAUSD. To date, the Foundation Board has overseen the affairs of the charter school, subject to the terms and conditions of The Foundation’s Articles of Incorporation, Bylaws, and applicable laws and regulations.

Following an extensive strategic planning process, on July 23, 2012, the Foundation’s Board of Directors deemed it in the best interests of GCS that, pending approval from LAUSD, at the commencement of the next charter term on July 1, 2013, GCS will be operated by a newly-established California non-profit public benefit corporation, Gabriella Charter Schools. The Foundation Board of Directors will continue to serve as a “designator” to the Gabriella Charter Schools Board in accordance with Sections 5220-5222 of the California Corporations Code, as further detailed below.

For this reason, the Foundation is requesting a change in the governance of GCS, transferring responsibility as well as all relevant assets and rights necessary to ensure the continued operation of Gabriella Charter School in substantially the same manner as the school has been operated by the Foundation to date from the Foundation to Gabriella Charter Schools (the “Corporation”), effective July 1, 2013. Until the term of the current charter expires on June 30, 2012, the Foundation’s Board of Directors will continue to be responsible for the oversight of GCS.

The following documents are included in Appendix E:

- Articles of Incorporation for Gabriella Charter Schools, filed with the State of California on July 2, 2012;
- Bylaws of Gabriella Charter Schools, approved by the Board on August 13, 2012;
- Conflicts Policy of Gabriella Charter Schools, approved by the Board on August 28, 2012;
• Resolution of the Board of Directors of The Gabriella Foundation, dated July 23, 2012, transferring authority and responsibility for Gabriella Charter School to the Gabriella Charters Schools corporation, effective July 1, 2013;
• Resolutions of the Gabriella Charter Schools Board of Directors relating to the organization and establishment of the Corporation, dated August 13, 2012;
• Resolutions of the Gabriella Charter Schools Board of Directors relating to the submission of this Charter Renewal Petition, dated August 13, 2012.

Should the renewal petition be approved for the 2013-2018 term, Gabriella Charter Schools, a 501(c)(3) nonprofit corporation, shall operate Gabriella Charter School according to the terms of this charter, bylaws and articles of incorporation. All references to Corporation in this charter refer to the nonprofit corporation Gabriella Charter Schools.

B. GABRIELLA CHARTER SCHOOL BOARD OF DIRECTORS
In accordance with the Bylaws of the Corporation, the Board of Directors will be comprised of five to fifteen Directors. The Board shall strictly adhere to the terms of the Bylaws and Conflict of Interest Policy, attached in Appendix E. Directors are elected for a two-year term, or remain in office until a successor member has been elected.

The Corporation’s Board composition, as prescribed in its Bylaws, is as follows:
• For the first 10 years of the Corporation’s operation, one Director shall be appointed by the “Founder,” Liza Bercovici, the mother of Gabriella Axelrad, in whose memory this corporation is established22;
• The Gabriella Foundation, acting as a “designator” in accordance with Sections 5220-5222 of the California Corporations Code, shall designate Directors to the Gabriella Charter Schools Corporation in a number that shall constitute a majority less one of the Corporation’s Directors; and
• The remaining Directors shall be elected or re-elected by the Corporation’s Board.

Thus, for example, if there are seven Directors on the Corporation’s Board, one of these will be appointed by the Founder, three will be designated by the Foundation, and the remaining three will be elected or re-elected by the Corporation’s Board.

The number of directors, however elected or designated, that also serve on the Gabriella Foundation Board of Directors shall not exceed 40% of the total number of directors on the Gabriella Charter Schools governing board.

At all times, the Board will be comprised Directors who offer a diverse range of experience in education, non-profit management, finance, business, law, facilities and other areas of expertise. Other non-voting, advisory members include the Founder and Executive Director, Liza Bercovici, and lead staff from the school, including the Principal.

22 Per Article X of the By-Laws of Gabriella Charter Schools, Liza Bercovici, as the founder of the school, named after her daughter Gabriella, has the right until June 30, 2023, unless earlier terminated, to designate one Director of the Board, which Board shall have a minimum of five members and a maximum of fifteen members. This right to designate one director may be assigned by the Founder to the Founder’s husband or two sons, but only through June 30, 2023, after which the right lapses.
Currently, the newly formed Corporation’s founding Board members include:

**Devy Schonfeld, President**
Ms. Schonfeld is highly experienced in the areas of charter school management and education reform. For two years, she served as Director of Facilities Development for the Alliance for College-Ready Public Schools, a nonprofit charter management organization creating a network of high-performing charter schools in Los Angeles. Ms. Schonfeld is a member of the 2007-09 class of the prestigious Broad Residency in Urban Education, a two-year leadership development program that places participants into full-time, high-level managerial positions in school districts and charter management organizations (CMOs), where they can have an immediate impact on the education of America’s students. She currently is working as a Project Manager with Broad, organizing a national conference for education reformers that will take place in November 2012.

Prior to joining the Alliance, Ms. Schonfeld was Director of Global Business Development for the Walt Disney Company’s English language teaching business based in Asia. In this role, she helped launch a series of camp programs at Disney parks designed to bring children from around the world to learn English; she also developed strategies to launch Disney-branded learning centers in China, Japan, South Korea, Mexico and Brazil. Previously, she managed marketing at RCA Records, supporting album launches across various music genres. Ms. Schonfeld completed her M.B.A. at The Wharton School, University of Pennsylvania, and her B.A. in Economics at Baruch College.

Ms. Schonfeld, who has been a member of The Gabriella Foundation’s Board since 2011, was designated by the Foundation to serve on the Corporation’s Board.

**Leonardo Bravo, Director**
In a career spanning fifteen years in the arts education field, Leonardo Bravo has developed in-depth expertise and knowledge on the key issues impacting public education and the arts. Currently, Mr. Bravo is the Director of School Programs for the Music Center of Los Angeles County, where he oversees the implementation of Visual and Performing Arts Education programs across 81 school districts in Los Angeles County. From 2000 to 2003, Mr. Bravo was an arts education coach with the Galef Institute assisting school faculties at three schools in Houston, TX with the implementation of an arts integration school reform model, "Different Ways of Knowing (DWOK)." Between 2006 and 2008, he was the Founder and Lead Consultant of Open Links, an arts education consultancy providing services to Title 1 schools, school districts, charter schools, and cultural organizations to design and implement strategic planning and programs that deliver sustainable approaches in instruction, curriculum, professional development, advocacy, and community involvement in the arts. Mr. Bravo received his MFA from the University of Southern California and his BFA from Otis Art Institute.

**Ana Teresa Dahan, Director**
Ana Teresa Dahan (nee Fernandez) has lived and breathed education reform in Los Angeles her entire life. As a high school senior at the severely overcrowded Belmont High School, Ana led protests to build the infamous Belmont Learning Complex and additional much-needed schools in the city.

From that moment, Ana has continued the charge of education reform in Los Angeles. Throughout college, she worked as Assistant Field Deputy to LAUSD School Board Member Mike Lansing. She ran for LAUSD School Board at 23, receiving endorsements from the Los Angeles Times and LA
Weekly. In 2004, she joined former LAUSD School Board President Caprice Young in starting the California Charter Schools Association, where Ana served as the Director of the High Quality Charter Grant Program. Ana managed the distribution of over $15 million to support the planning and start-up of charter schools throughout California. One of the major milestones was requesting and receiving funding for Los Angeles, which now has the largest number of charter schools in the entire United States.

After advocating for reform externally, Ana returned to LAUSD to serve as Charter Planning Manager. She was solely responsible for the implementation of Proposition 39 and developed several long-term facilities solutions for charter schools on LAUSD property. Seeing a greater opportunity to make change, Ana joined the Office of Superintendent Ramon Cortines as Special Assistant of Strategic Initiatives. In this capacity, Ana oversaw the implementation of LAUSD’s most ambitious and innovative reform to date – the Public School Choice Resolution.

In 2010, Ana started her own company, Student Focused Solutions, providing strategy, advocacy and execution support to public schools. In August 2012, Ana took a leave from Student Focused Solutions to attend Loyola Law School.

Gabriella’s Founder, Liza Bercovici, appointed Ms. Dahan to serve on the Corporation’s Board.

Angelica Solis, Director
Angelica Solis is the Executive Director of the Alliance for a Better Community (ABC), a coalition of civic leaders and non-profit organizations promoting equity for Latinos in education, health, economic development and civic participation throughout the Los Angeles region. As a leading spokesperson and advocate for policies affecting disadvantaged children and families in Los Angeles, Ms. Solis’ passion for systemic reform is driven by a “wrap around approach” to improving the social and economic welfare of Latinos across the state. She works to ensure that advocacy strategies are holistic, organic and based on broad stakeholder involvement. A frequent public speaker, most notably Ms. Solis addressed the 2004 National Democratic Convention in Boston regarding the importance of after-school programs and educational funding. Ms. Solis began her career at ABC as the Early Education Policy Coordinator, where she worked to promote effective and equitable early childhood education (0-5) for children and a culturally and linguistically prepared workforce. She went on to serve as Associate Director of ABC before becoming the Executive Director. Previously, Ms. Solis was Program Director for IMPACTO, an after-school program operated by Proyecto Pastoral. Ms. Solis earned her Bachelor’s degree in Sociology from the University of California, Berkeley, and a Master’s in Public Policy from the University of Southern California.

Paola Santana, Secretary
Paola Santana is the Education and Workforce Development Manager for the Los Angeles Area Chamber of Commerce, responsible for leading the Chamber’s college access efforts through the Cash for College campaign and for supporting its higher education initiatives. Previously, Santana developed business-education partnerships through the Chamber’s Pillar initiative, and worked for the Los Angeles Unified School District Board of Education where she advised members on complex policy issues, and worked with educators, administrators, students and families to improve educational opportunities in the country’s second largest school district. Santana earned her bachelor’s degree in political science at the University of California, Berkeley, and is a graduate of the Harvard Graduate School of Education with a master’s degree in higher education.
Ms. Santana, who has been a member of The Gabriella Foundation’s Board since 2010, was designated by the Foundation to serve on the Corporation’s Board.

As noted above, The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Commencing July 1, 2013, the Corporation’s Board will meet bi-monthly during the school year in accordance with the Brown Act. Additional meetings may be called as necessary and will comply with all of the provisions of the Brown Act. Agendas for regular meetings will be published in advance and distributed to each member of the Board and will be posted on the school’s website and near the entrances of the school and at the entrance of the school’s main office for public viewing at least 72 hours in advance of scheduled meetings. The schedule for regular Board meetings also be included in the school’s calendar that will be distributed to all parents. Agendas for special meetings will be posted at least 24 hours before the meeting. Copies of Board meeting minutes will be available upon request in the main office of the school.

The Corporation’s Board will be fully responsible for the operation and fiscal affairs of the school, including but not limited to the following:

- Promote, guard and guide the mission and vision of the school;
- Ensure adherence to all state and federal requirements as well as those requirements set forth specifically in the charter petition;
- Hire, supervise, and evaluate the Executive Director and Principal in relation to charter school functions;
- Monitor student achievement to ensure progress toward fulfillment of the schools’ mission;
- Engage in ongoing strategic planning;
- Approve and monitor the schools’ annual budget, budget revisions, and monthly cash flow statements and ensure the long-term financial stability of the school;
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of GCS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Review and approve annual independent fiscal audit and performance report;
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise;
- Establish Board Committees as needed, in accordance with the Bylaws;
- Attract and recruit new Board members and ensure proper training and orientation for all new members;
- Approve the schedule of Board meetings;

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23 Ms. Bercovici is compensated by the Foundation only. She has never received compensation from the school and does not have an expense account. Her annual salary is $35,000 as of July 1, 2012.

24 The Executive Director holds two roles: managing the charter school and everybody dance!. The Foundation Board is responsible for overseeing the Executive Director’s performance in relation to the dance program.
• Participate in the dispute resolution procedure and complaint procedures when necessary;
• Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
• Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
• Such other duties and activities as may be needed, in accordance with the Corporation’s Bylaws, this charter, and all applicable laws.
D. SCHOOL SITE COUNCIL
Led by the Principal, the School Site Council is an advisory body to the Board of Directors comprised of at least 10 members, elected by their peers.
- Two (2) classroom teachers
- Two (2) out of classroom staff / faculty members (at least one must serve in a classified position)
- Five (5) parents or community members
- The school principal shall be an ex officio member of the school site council.

The Principal may invite other stakeholders to act in an advisory capacity at the School Site Council meetings. The Council meets once each month to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process. While the model of decision-making at Gabriella is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the Executive Director holds final authority in all matters pertaining to operations and the Principal has final authority in all matters pertaining to instruction.

E. ORGANIZATIONAL CHART
The school’s organizational chart is as follows:
F. BUSINESS OPERATIONS AND MANAGEMENT

Although many operations are managed internally, GCS contracts with Excellent Education (“ExED”) to provide business services. Examples of services provided include budget development and monitoring, fiscal planning, personnel and payroll, accounts payable, attendance tracking and completion and submission of compliance reports. ExEd has experience working with many charter schools throughout Southern California and has been the back office service provider for Gabriella Charter School since its 2005 inception. This non-profit organization adheres to generally accepted accounting principles and uses an accounting system with internal controls that also follows generally accepted accounting principles.
Gabriella Charter School selects professionals who share the educational philosophy of the school and who are willing to collaborate and work hard to improve the educational outcomes of every student enrolled. All teachers and staff are committed to providing academic and artistic opportunities for the students and families of the school.

**Non-Discrimination Statement (LAUSD-REQUIRED LANGUAGE)**

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

**Background Checks**

GCS performs all required background checks on fingerprinting and drug testing according to existing California state law. Prior to the first day of work for every employee, GCS processes all background checks through LiveScan, administered by the Department of Justice.

GCS adheres to federal requirements of the No Child Left Behind Act and other state laws pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB).
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record.

GCS will complete an I-9 form establishing that the employee is authorized to work in the U.S.

**A. HIRING / SELECTION PROCESS**

Recruitment and orientation of highly qualified, experienced and dedicated employees ensures that the GCS team – teachers, counselors, special education providers, instructional aides, community volunteers and classified staff – share a single vision of an engaged, disciplined student body focused on high academic achievement. To ensure that employees are as good the school’s culture, GCS has developed an extensive recruitment and hiring process.

First, GCS recruits and hires its own staff. Staff members are recruited through various communication channels, including local newspapers, education networking websites (CCSA, CSDC, UCLA's TEP Program, Teach For America, EdJoin), the school website, career fairs, local universities and word of mouth referrals.

GCS engages in a thorough review of the qualifications of candidates that apply for employment at the school. The Board of Directors is responsible for hiring the Executive Director, and the Executive
Director is responsible for hiring the Principal. The Principal, with the support of the other instructional leaders, assumes responsibility for hiring all other school site staff.

School leaders review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates are interviewed for positions. The Principal and a hiring committee of teachers and the assistant principals interview candidates. Teaching and instructional leader candidates are asked to teach a lesson to a classroom of students at GCS and/or return for a second round of interviews. School leaders may also observe teaching candidates teaching a lesson in their current classrooms. Following interviews, GCS contacts references, reviews letters of recommendation and notifies each person of their status once a decision is made. Candidates that are offered employment receive a written offer of employment from GCS.

The following chart summarizes the teacher recruitment process at GCS:

B. SCHOOL LEADERSHIP

All management powers not specifically designated to the Board of Directors are delegated to the Executive Director and the Principal who report to the Board of Directors.

A division of responsibilities amongst the school leadership is detailed in Tab 7. GCS may modify this annually as personnel needs change.

Job Descriptions of the School Leadership

Executive Director
Reports to: GCS Board of Directors
Supervises: School Principal, Director Operations and Strategy
Job Status: Exempt, Full Time
Objective and Job Summary:

The Executive Director is responsible for the effective operation of GCS, within budget guidelines and in conformity with all laws, regulations and applicable policies. The Executive Director is also responsible for community outreach, media relations, fund-raising, and strategic planning.

The duties of the Executive Director are as follows:

• Overseeing the day-to-day operations of the School
• Overseeing the day-to-day fiscal management of the School
• Hiring, evaluation, discipline and termination of school faculty and staff
• Reporting to the School Board on the progress of the school in achieving educational success
• Acting as a liaison to external partners
• Representing the school at public meetings/forums.

Essential Functions:

• Serve as the primary liaison between GCS and various governmental agencies for purposes of contract reporting, contract negotiations and renewals, etc.
• Negotiate, review, monitor and evaluate all contracts
• Supervise the development of an annual budget and present it to the Board
• Monitor and control budget throughout the year
• Consult with legal counsel when necessary

Personnel:

• Recruit Principal and help recruit other Administrators as needed
• Work with admin team to set yearly school goals
• Evaluate Principal’s job performance
• Consult with legal counsel when necessary concerning personnel matters

Development:

• Develop annual fund raising plan
• Raise awareness among various constituencies about GCS
• Supervise grant writer and develop grant tracking and reporting process
• Identify and establish relationships with new funding sources
• Serve as a primary contact for foundations and granting agencies
• Oversee donor recognition
• Represent GCS and increase the profile of GCS to the community.

Qualifications:

• Ability to effectively articulate the mission and philosophy of GCS
• Ability to effectively represent GCS to the larger community
• Ability to work effectively with all stakeholders, including staff, students, parents and board members.
• Ability to create a culture of high expectations and student achievement within the GCS community
• Ability to attract and retain a high-performing team
• Ability to fund-raise effectively on behalf of GCS

**School Principal**

**Reports to:** Executive Director

**Supervises:** Director of Operations and Strategy, Assistant Principals, Full Time Teaching Staff, Pupil Support Staff

**Job Status:** Exempt, Full Time

**Objective and Job Summary:**
The Principal of Gabriella Charter School is responsible to oversee day-to-day operations of the K-8 school including budget oversight and planning, compliance with government laws and regulations, school facilities issues, grades K-5 curriculum and instruction, school-wide discipline protocols and procedures and the supervision of students at any and all times that they are on campus. S/he will lead and collaborate with the school’s leadership team to articulate a clear vision for the school that is centered on achievement and character development.

**Essential Functions:**

**Budget, Planning and Finance**
With the ED develop and monitor the school budget and manage school activity according to the budget. Review monthly financials. Report to ED and Board of Directors regularly to ensure fiscal health. Oversee and approve semi-monthly payroll and AP and AR. Participate in all Human Resources issues on campus and liaise with ExEd, Executive Director and DOA to solve any issues.

Hire teachers and staff.

**Compliance:**
Ensure school compliance with Federal and State, District and Charter governing laws and regulations, including preparing and approving compliance reports (including and not limited to SARC, CBEDS, P1and P2, CSR). Oversee compliance with ongoing grant requirements. Monitor school attendance State reporting.

**Operations and Facilities:**
Develop and approve the annual school calendars including work schedules for non-teaching positions and summer programming. Create and approve weekly grade and classroom schedules. Coordinate outside vendors for on-campus services as needed (food service, maintenance etc). Partner with Executive Director in any/all all-school facilities issues relative to the LAUSD facilities use and shared use agreements.

**Oversight of Instructional outcomes, teaching staff and school staff:**
Recruit and hire highly effective teachers and school staff. Provide ongoing support, formal professional development, feedback and coaching to teachers and staff. Regularly observe instruction and assess performance formally according to the school’s performance evaluation protocol. Support leader teachers in planning for weekly PD and plan and execute summer PD week.

**Curriculum and Assessment**
Ensure that K-5 grade curriculum is aligned to state standards and designed to teach the skills necessary to achieve success in High School. Develop and monitor assessment protocols that accurately evaluate student learning.
School Culture and Discipline
Approve all school activities and support and provide parent engagement activities. Serve as all-school point-person for discipline issues and collaborate with teachers and parents on action plans. Ensure that the Discipline program is cohesive across all grades.

Strategy and Management
Serve as the chair of the school Site Council. Liaise with and report to the Board of Directors. Collaborate with the Admin team to address, improve or solve matters of intervention, school operations, and/or compliance. Work individually and as a team to implement programs or policies that will engage parents and community members in order to promote the school’s vision and mission.

Requirements:
• Minimum 4 years teaching experience, preferably with English Language Learners in an urban public setting.
• Prior administrative experience as an Assistant Principal, Department Head or Content Leader, Coach or Dean
• Budget development and planning and office administration, management and HR
• Prior experience in developing policy and curriculum.
• Bachelors Degree required, Masters Degree or Administrative Credential strongly preferred
• Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School.
• Bilingual (Spanish/English) preferred

Unplanned Duties/Other Duties as Assigned: Review report cards, meet with families regarding discipline issues, truancy or attendance.

Director of Operations and Strategy
Reports to: Principal, Executive Director
Supervises: 3 Office Staff, 1 IT Administrator, 3 Custodians
Job Status: Exempt, Full Time

Position Summary:
The Director of Operations and Strategy ensures effective day-to-day and long-term execution of all of GCS’ administrative functions, and supports the Principal in matters of financial reporting and operations. The Director of Operations and Strategy assists the Executive Director with strategic planning, fundraising and governance processes, including Board development. The Director of Operations and Strategy reports to the Principal primarily and the Executive Director secondarily.

Duties and Responsibilities:
As a member of the school administrative team, which provides day-to-day leadership of the School, the Director of Operations and Strategy will:
Budget, Planning and Finance: Support the Principal in developing the School budget, monitor and manage school activity according to the budget. Review monthly financials. Report to Executive Director, Principal and Board regularly to ensure the school’s fiscal health. Oversee semi-monthly payroll, accounts payable and accounts receivable. Prepare and monitor all budgets and financial reports in conjunction with the School’s back office service provider (ExED); and liaise regularly with Principal and ExEd regarding payroll, AP, AR, budgets, banking and financial reports; oversee accounting functions, banking and investments; coordinate preparation of annual audit and tax filings.

Human Resources
Participate in all Human Resources issues on campus and liaise with Principal, ExEd and Executive Director to solve any issues. Hire and oversee all non-instructional staff, including office staff, IT Administrator and custodial staff. Manage human resource functions, including creating job descriptions, performance review standards and procedures, compensation guidelines and benefits.

Operations and Facilities
Develop and approve work schedules for non-teaching positions. Coordinate outside vendors for on-campus services as needed (food service, maintenance, repairs, etc) in accordance with applicable facilities use agreement(s). Partner with Executive Director in any/all all-school facilities issues, including those relative to LAUSD facilities use and shared use agreements. Collaborate with the administrative team to address, improve or solve matters of school operations and/or compliance. Oversee management of all facilities, including dance studios, as needed. Develop, implement and enforce systems, procedures and policies that will improve the overall operation and effectiveness of the School. Develop management systems and reports. Manage E-Rate and oversee all technology issues.

In coordination with the Executive Director, provide support and collaboration for the following aspects of the School’s operations:

- serve as staff liaison to Board and Board committees (e.g. to set agendas, prepare materials, and conduct timely follow-up for committee meetings).
- Play an integral role in developing annual school fundraising objectives and plans; assist in identifying and stewarding donors; oversee communications to donors and funders, including website updates, newsletters and brochures.
- Actively engage in developing the strategic direction of the School, including input on financial, human resources and operational decisions affecting the organization.

Qualifications
The Director of Operations and Strategy (DOS) will have a college degree and at least three years of paid work experience as an executive with a proven track record of developing systems and processes, managing staff, executing organizational business plans and project management. The candidate shall demonstrate the experience and expertise to develop the School’s infrastructure and to play a leadership role in positioning it for and executing plans for future growth. The DOS will have experience in budget development and planning and office administration, management and HR.
Assistant Principal, Curriculum and Culture

Job Status: Exempt, Full Time
Reports to: School Principal
Supervises: 6-8 Teachers, After School Program Coordinator, Health Teacher, Tech Teacher, Art Teacher
Rate of Pay: Commensurate with experience

Objective and Job Summary:
The Assistant Principal, Curriculum and Culture is responsible for school-wide culture and character development and oversight and support of grades 6-8 curriculum instruction. S/he will demonstrate a belief that all students can learn at high levels, focus on results and collaborate with the school leadership team on professional development, school-wide operations and management, curriculum, student culture, and parent and community engagement to promote the school vision and mission.

Essential Functions:

Instruction
Recruit and hire highly effective teachers. Provide ongoing support, formal professional development, feedback and coaching to teachers. Regularly observe instruction and assess performance formally according to the school's performance evaluation protocol. Have primary responsibility for 6-8 instructional materials. Support leader teachers in planning for weekly PD and plan and execute summer PD week in collaboration with the principal. Oversee the after school program, including communications related to after-school program.

Curriculum and Assessment
Ensure that middle grades curriculum is aligned to State standards and designed to teach the skills necessary to ensure success in college and life. Support development of assessments that accurately evaluate student learning. Monitor and analyze a variety of student data, including report cards, and make recommendations based on trends. Support teachers in accurately reporting student achievement and growth to parents and students.

Strategy, Management and Compliance
Collaborate with the leadership team under the direction of the Principal to address, improve or solve matters of professional development, academic intervention, school operations, scheduling, school procedures and systems and/or compliance. Work individually and as a team to implement

- Graduate degree and at least three years' paid work experience as a financial or operations executive
- Experience in a nonprofit environment desirable but not essential
- Intelligent and articulate individual who possesses excellent communication skills
- Passion for the organization and its mission
- Well-organized multi-tasker with strong administrative abilities
- Highly developed social intelligence demonstrated by proven ability to relate to people at all levels of an organization, including underserved families, community partners and wealthy donors
- Fluency in Spanish highly desirable
programs or policies that will engage parents and community members in order to promote the
School’s vision and mission.

School Culture and Discipline
Oversee the development of a school-wide curriculum for character development. Manage and
respond to K-8 discipline issues and collaborate with teachers and parents on action plans.
Coordinate efforts to ensure 8th grade students matriculate into a rigorous high school program.
Ensure that the character development and discipline program is cohesive across all grades.
Approve K-8 field lessons. Plan and/or approve middle grades student activities (e.g. field lessons,
monthly incentives, community circle, student government, 8th grade culmination) and middle
school fundraising. Oversee 6-8 recess/lunch procedures.

Requirements:

- Minimum 4 years teaching experience, preferably with English Language Learners in an urban
  public setting
- Bachelors Degree required, Masters Degree or Administrative Credential strongly preferred
- Prior administrative experience as an Assistant Principal, Department Head or Content Leader,
  Coach or Dean
- Expertise in classroom management strategies and the ability to articulate these effective
  strategies to peers and direct reports
- Prior experience in developing policy and curriculum
- Prior experience using data and systems to gather, assess and analyze information
- Strong written and verbal communication skills and the ability to interact and forge relationships
  with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of
  Gabriella Charter School
- Bilingual (Spanish/English) preferred

Assistant Principal, Special Education and Family Services
Reports to: School Principal
Supervises: 2 RSP teachers, Outside Contractors (Speech Therapists, Counselors, SPED contractors [VI,
OT, APE]and School Psychologist)
Job Status: Exempt, 80% Time

Objective and Job Summary:
The Assistant Principal, Special Education and Family Services is responsible for the oversight and
management Special Education and Counseling and parent and community engagement. S/he will
demonstrate a belief that all students can learn at high levels, focus on results and collaborate with
the school leadership team on: professional development, engagement of the parent body and
community to promote the school vision and mission and the supervision of students any and all
times they are present on campus.

Essential Functions:
Student Programs, Special Education and Counseling:
Coordinate and oversee all Special Education services, providers and process. Supervise assessment process and supervise the creation of Individual Education Plans for each student. Source and coordinate providers and progress of services. Coordinate the provision of counseling services to students as needed.

**Parent and Community Engagement**
Serve as school Parent Liaison. Coordinate the all-school “Room Parent” volunteer program and serve as the liaison between parents and teachers. Schedule and conduct monthly all-school parent meetings and approve and oversee Teacher Classroom meetings each trimester. Coordinate Parent conferences. Oversee the school volunteer program to ensure that parents complete their annual hours. Coordinate the annual lottery. Serve as the administrator for the school-wide automated call system. Approve all-school field trips, Parent and Teacher Fundraisers, the annual Read Across America Day and Book Fair, Fall Festival, Art Show and Picture Day. Meet with families who are truant or excessively tardy each trimester.

**Strategy, Management and Compliance**
Collaborate with the leadership team under the direction of the Principal to address, improve or solve matters of intervention, school operations, and/or compliance. Work individually and as a team to implement programs or policies that will engage parents and community members in order to promote the school’s vision and mission.

**Requirements:**
- Minimum 4 years teaching experience, preferably with English Language Learners in an urban public setting.
- Prior administrative experience as an Assistant Principal, Department Head or Content Leader, Coach or Dean
- Bachelors Degree required, Masters Degree or Administrative Credential strongly preferred
- Bilingual (Spanish/English) preferred
- Expertise in classroom management strategies and the ability to articulate these effective strategies to peers and direct reports
- Prior experience using data and systems to gather, assess and analyze information
- Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
- Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School.

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**Assistant Principal, Intervention and Assessment**
**Reports to:** School Principal
**Supervises:** Instructional Aides, afterschool intervention teachers (as staffed)
**Job Status:** Exempt, 60% Time

**Objective and Job Summary:**
The Assistant Principal, Intervention and Assessment is responsible for all school student testing and assessment as well as intervention for students who are in need of those services. Additionally the AP Intervention and Assessment is responsible for the success of English Language learners and the supervision and direction of GCS Instructional Aides. S/he will demonstrate a belief that all students
can learn at high levels, focus on results and collaborate with the school leadership team on: professional development, school-wide operations and management, engagement of the parent body and community to promote the school vision and mission and the supervision of students any and all times they are present on campus.

**Essential Functions:**

**Oversight of Instructional Aides and Intervention Staff:** Recruit, hire and train instructional aides and intervention teachers and provide ongoing support and feedback to the staff. Create and implement schedules, polices and procedures related to student supervision before school, at recess and lunch. Plan and provide Professional Development related to intervention, testing and English language learners.

**Student Programs, English Language Learners:** Ensure English Language Learners are being instructed and assessed effectively and appropriately in accordance with governing State and Federal law and report on programming according to requirements. Revise and implement procedures to effectively oversee and assess English Language Learner programming.

**Intervention:** Organize and oversee intervention services for students who struggle academically, set intervention objectives and identifying students to receive services Lead Student Success Teams to provide individuals or small groups customized plans for improvement. Monitor and report progress and provide on-going support.

**Testing and Assessment:** Oversee and coordinate the administration of (and/or administer) State and Federal testing programs for eight [8] weeks during the year. Provide training for staff, schedule testing and process tests.

**Strategy, Management and Compliance**
Collaborate with the leadership team under the direction of the Principal to address, improve or solve matters of intervention, school operations, and/or compliance. Work individually and as a team to implement programs or policies that will engage parents and community members in order to promote the school’s vision and mission.

**Requirements:**

- Minimum 4 years teaching experience, preferably with English Language Learners in an urban public setting.
- Prior administrative experience as an Assistant Principal, Department Head or Content Leader, Coach or Dean
- Bachelors Degree required, Masters Degree or Administrative Credential strongly preferred
- Bilingual (Spanish/English) preferred
- Expertise in classroom management strategies and the ability to articulate these effective strategies to peers and direct reports
- Prior experience with or knowledge of the instruction and assessment of English Learners and to students with academic difficulties, eg a deep knowledge of reading instruction
- Knowledge of Federal and State Laws and policies related to testing, accountability and English Language Learners
• Strong written and verbal communication skills and the ability to interact and forge relationships with students, parents, staff and community members
• Possess a work ethic and personal belief system that aligns with the mission and vision of Gabriella Charter School.

**Unplanned Duties/Other Duties as Assigned:**
Provide support in grant-writing efforts. Student discipline as needed.

**Teachers**
GCS employ eighteen classroom teachers and two full time Resource teachers. GCS teachers undergo a rigorous selection process, which in addition to the selection process mentioned above, is based on their teaching experience and track record, their subject matter expertise, their ability to effectively interact with other stakeholders and their commitment to the school mission.

GCS employs highly effective teachers, both in terms of formal training and experience. In addition to possessing a current California Teacher Credential, all teachers are required to have authorization to teach English language learners. GCS maintains current copies of all teacher credentials. These credentials are readily available for inspection at any reasonable time. Teacher job descriptions are included in Appendix D.

Gabriella Charter School adheres to all requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees. Teachers must meet the requirements for employment as stipulated by California Education Code section 47605(I). Teachers shall be credentialed per the requirements of state and federal law. GCS does not plan to hire teachers with emergency permits.

**Other Certificated Staff**
GCS currently contracts with Kelly Educational Staffing and Teachers on Reserve for substitute teachers. GCS only contracts with qualified substitute teachers who meet the California state requirements for substitute teachers.

**Classified Staff**
The Principal selects classified and other personnel on an application and interview basis in consultation with other classified staff and teachers. Hiring is based on the individual’s ability to perform the job duties for that position. Classified personnel perform duties suitable for their job positions and include office staff, instructional aides, after-school teachers and the custodian. Full-time classified employees are those who work in excess of 36 hours per week.

The Principal and Director of Operations and Strategy select office personnel on an application and interview basis in consultation with parents and other staff members. Selection is based on previous experience, references, attitude and degree of professionalism and the ability to perform the job duties for that position.

Office personnel responsibilities include, but are not 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.

Instructional aides are selected by the Principal and Assistant Principal, Intervention and Assessment on an application and interview basis in consultation with parents and other staff members. Instructional aides are selected on the basis of previous classroom experience, language skills, level of education and attitude and professionalism. All instructional aides are expected to meet the highly qualified requirements of No Child Left Behind.

GCS employs ten instructional aides who will provide between 90-120 minutes of assistance daily to each of the classroom teachers. Aides assist with the differentiation of instruction by working with individual students and small groups, by assessing students on particular skill and content standards and by preteaching and reteaching as appropriate. Aides also provide primary language support in Spanish for students and assist in communication with their families.

Instructional aide responsibilities include, but are not limited to:
• Providing instructional support to students by working with them individually and in small groups.
• Assist with ongoing assessment of student mastery of skill and content standards under the supervision of the Classroom Teacher.
• Help the teacher differentiate instruction by providing re-teaching, scaffolding support and additional challenges for students working above grade level.
• Supervise students during independent activities.
• Accompany students to special classes and areas throughout the building.
• Supervise students at lunch and at recess.

Evaluations
Employees are evaluated annually. GCS uses performance measures, both quantitative and qualitative, to evaluate all school personnel. If an employee disagrees with an evaluation, a written objection may be appended to the review.

School Leader Evaluations
The Board of Directors evaluates the Executive Director, and the Executive Director evaluates the Principal. The Principal evaluates the other instructional and operational school leaders.

The Interstate School Leaders Licensure Consortium's (ISLLC) "Standards for School Leaders" provides the basis for the GCS school leader evaluation criteria. Notwithstanding the fact that the ISLLC standards are being universally accepted across most states and school leader organizations (NAESP,
NASSP, AASA), GCS selected the ISLLC standards primarily because they tend to place a deliberate emphasis on the centrality of student learning.\(^{25}\)

**ISLLC’s Standards for School Leaders:**

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

One tool that GCS is considering to use as an evaluation tool is WestEd's "Moving Leadership Standards into Everyday Work: Descriptions of Practice." The guide lists ISLLC standards, defines them further, breaks them into component parts and describes practices that are directed toward, approach, meet, or exemplify each standard—"four levels of leadership development." For example, ISLLC Standard 2 (see above) is summarized and sectioned into four parts: 2.1 Develop School Culture and Ensure Equity; 2.2 Guide the Instruction Program; 2.3 Guide Professional Growth of Staff; and 2.4 Create and Utilize Accountability Systems. Peeling the onion further, part 2.2 is given a full-page description and practices at each "level" of mastery are described. For instance, practice that "approaches the standard" includes an administrator who "engages faculty in dialogue around the instructional program, with a focus on standards and on site data" and more, while practice that "exemplifies the standard" is characterized by a school leader who "uses her or his deep understanding of standards-based teaching and learning to provide ongoing, coherent guidance for implementation and continuous improvement of the school's instructional system" and so on.

**Teacher Evaluations**

The Principal and Assistant Principal, Curriculum and Culture formally evaluate returning teachers once a year using the California Standards for the Teaching Profession. New teachers are formally evaluated twice a year. Teachers who are returning but teaching a new content area are also formally evaluated twice a year.


Teacher evaluations are based on the following standards:

• **Engaging and Supporting All Students in Learning**
  1.1 Using knowledge of students to engage them in learning
  1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests
  1.3 Connecting subject matter to meaningful, real-life contexts
  1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs
  1.5 Promoting critical thinking through inquiry, problem solving, and reflection
  1.6 Monitoring student learning and adjusting instruction while teaching

• **Creating and Maintaining Effective Environments for Student Learning**
  2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
  2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
  2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
  2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
  2.5 Developing, communicating, and maintaining high standards for individual and group behavior
  2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.
  2.7 Using instructional time to optimize learning

• **Understanding and Organizing Subject Matter for Student Learning**
  3.1 Demonstrating knowledge of subject matter content, academic content standards, and curriculum frameworks
  3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
  3.3 Organizing curriculum to facilitate student understanding of the subject matter
  3.4 Utilizing instructional strategies that are appropriate to the subject matter
  3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
  3.6 Addressing the needs of English learners and students with special needs to provide equitable access to content

• **Planning Instruction and Designing Learning Experiences for All Students**
  4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction
  4.2 Establishing and articulating goals for student learning
  4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

- Assessing Student Learning
  5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
  5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
  5.3 Reviewing data, both individually and with colleagues, to monitor student learning
  5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
  5.5 Involving all students in self-assessment, goal-setting, and monitoring progress
  5.6 Using available technologies to assist in assessment, analysis and communication of student learning
  5.7 Using assessment information to share timely and comprehensible feedback with students and their families

- Developing as a Professional Educator
  6.1 Reflecting on teaching practice in support of student learning
  6.2 Establishes professional goals and engages in continuous and purposeful professional growth and development
  6.3 Collaborates with colleagues and the broader professional community to support teacher and student learning
  6.4 Working with families to support student learning
  6.5 Engaging local communities in support of the instructional program
  6.6 Managing professional responsibilities to maintain motivation and commitment to all students
  6.7 Demonstrating professional responsibility, integrity, and ethical conduct

GCS has added an additional seventh standard to those six listed above:

- Professional duties and responsibilities
  7.1 Is regular and prompt in attendance.
  7.2 Submits complete lesson plans.
  7.3 Completes accurate and thorough report cards and ELD portfolios.
  7.4 Promptly submits deliverables.
  7.5 Maintains accurate and complete student data.
  7.6 Maintains appropriate school-wide policies and procedures.
  7.7 Actively participates and contributes to the school community.

**Classified Employees**
All classified employees are evaluated on an annual basis by the Director of Operations and Strategy and the Assistant Principal, Intervention and Assessment in collaboration with the Principal.

The evaluation of office and custodial staff, instructional aides, IT Administrator, and other personnel (i.e. After School Coordinator) shall be based upon the following criteria:

- Job Knowledge & Skill
- possesses satisfactory level of knowledge and skills of job
- effectiveness – application of knowledge and skills
- is resourceful – seeks out knowledge to ensure completion of tasks
- exhibits drive, ambition and the desire to grow professionally

• Results
- quality of work consistent with expectations
- organization and time-management—planning and prioritizing work
- effective use of resources
- efficiency-completing tasks in a timely manner
- takes responsibility and accountability for duties and follows through to completion

• Interpersonal & Communication Skills
- builds effective work relationships
- exhibits healthy professional relationship with management
- engages in teamwork and knowledge sharing
- good written and oral communication skills
- seeks clarification when necessary
- accepts constructive feedback
- exercises tact, courtesy, respect
- demonstrates timely and appropriate communication and follow up

• Policies & Procedures
- awareness and adherence to schools processes and procedures as well as applicable laws related to students and school.
- follows job-specific schedules, and routines
- regular and prompt attendance

• Positive School Culture
- contribution to a positive work environment
- effectively adapts to a fast-paced and constantly evolving environment
- acts consistently with mission and vision of GCS
- interacts with all stakeholders with respect and humility
- projects a favorable image both internally and externally
The health and safety of GCS staff and students is a high priority for the school. The School’s facilities comply with applicable State and local building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements. The School maintains on file readily-accessible records documenting its compliance. GCS operates as a drug alcohol, and tobacco-free workplace.

Recognizing that good health and fitness affect attendance and full engagement in the academic program, GCS has a Wellness Policy in place. The School’s nutrition vendor supplying breakfast and lunch is committed to serving food low in fat, sugar and salt and daily fresh fruit and vegetables. We are working to expand our partnership with the Los Angeles Free Clinic to continue to offer free exams to our families. We contract with LAUSD Nursing to provide students with dental, vision and body mass index screening. In daily dance classes and two recess periods, students are instructed in physical fitness and are required to participate in active aerobic and stretching exercises.

GCS also provides health-oriented outreach for parents. School policy requests that all snack foods and lunches comply with nutrition standards. Junk food is banned on campus. GCS plans to continue its work with the Los Angeles Free Clinic or another provider to schedule nutrition classes for parents to assist them in the preparation of healthy meals at home. Last year, we offered a Zumba exercise class for parents and staff and held several hikes through Elysian Park. We hope to organize a parent walking club that meets on campus after morning drop-off.

GCS has also adopted a set of health, safety and risk management policies that address the following:

**Criminal Background Checks**
Prior to employment, each prospective employee of the School must submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. Prospective employees submit fingerprints to the Department of Justice via Live Scan processing. An employee may not start work until results are received from the Department of Justice and the employee is cleared to begin work.

**Immunizations and Tuberculosis Testing**
All enrolling students and staff provide records documenting immunizations to the extent required for enrollment or employment in non-charter public schools. Records of student immunizations are maintained and staff shall honor County requirements for periodic Tuberculosis (TB) tests.

**Emergency Situations**
Through a California Department of Education grant and the guidance of the School Program Safety Group, GCS has developed comprehensive policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. These policies and procedures will be in compliance with the District policy bulletin 5532 regarding emergency procedures on co-location sites. All teachers are expected to keep current certification in CPR and First Aid, and appropriate staff receives training in
basic first aid. Emergency backpacks are stored in each classroom and equipped with rosters, emergency cards, first aid supplies, flashlights and hardhats. Additional emergency supplies such as food, water and portable toilets are stored in the classroom. Inventory lists of first aid and emergency supplies are stored in designated areas on the school property.

Additional key safety policies include:

Fire Drills
Fire drills are conducted monthly. Office personnel maintain a record of fire drills held and total required time for complete evacuation. The protocol for fire drills is as follows: 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.

Assigned personnel will check bathrooms to make sure that all students and staff have evacuated.

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 designated search and rescue personnel will attempt to locate missing students.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills
Disaster drills are conducted at least once every two months. Students are all made familiar with the “duck and cover” routine. The protocol for disaster drills is as follows: 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, including lockdowns, the administrative staff will account for all students and visitors, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one but the School Emergency Response Team (SERT) 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 protocol for handling bomb threats is as follows: 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, 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 signal 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 attendance 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 the search and rescue team 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.

Staff Responsibilities
All employees are responsible for their own safety, as well as that of others in the workplace. GCS relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on GCS’ premises, or in a product, facility, piece of equipment, process, or business practice for which Gabriella Charter School is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal regarding the problem.

Employees are encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist students, parents or employees in obtaining medical care, after which the details of the injury or accident must be reported.

GCS will maintain a comprehensive school safety plan, which will be in compliance with the District policy bulletin 5532 regarding emergency procedures on co-location sites. All staff will receive annual training in the safety procedures outlined in the plan. On an as-needed basis, GCS may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with these rules and guidelines as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Child Abuse Reporting
GCS adheres to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. GCS staff must report to the proper authorities if they suspect the following occurring to a student:
- sexual assault
- neglect
- willful cruelty or unjustifiable punishment
- cruel or inhuman corporal punishment or injury
- abuse in out-of-home care
The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. The Principal works with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff understand that it is their duty and responsibility as “Mandated Reporters” to report any suspicions of child abuse. Staff understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff are not made to investigate any incident, only report to the proper authorities.

Suspected cases of child abuse may be brought to the Principal or his/her designee for consultation. GCS staff members are trained to keep a record of the situation and immediately notify the Department of Children Services. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, GCS staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

**Insurance Requirements (LAUSD-REQUIRED LANGUAGE)**

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 (“Board of Education”) 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 (LAUSD-REQUIRED LANGUAGE)
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 (LAUSD-REQUIRED LANGUAGE)
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 attorneys’ 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 attorneys’ 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.

Health, Safety and Emergency Plan (LAUSD-REQUIRED LANGUAGE)
The Gabriella Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The Gabriella Charter School 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.

FERPA (LAUSD-REQUIRED LANGUAGE)
The Gabriella Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting (LAUSD-REQUIRED LANGUAGE)
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.
As part of its mission, GCS aims to provide a rigorous academic and arts program to students who are traditionally underserved. In 2012-13, 86% of our students are Hispanic/Latino and 88% qualify for free or reduced-price lunch. GCS has taken, and will continue to take the following steps to strive to maintain a racial and ethnic balance of its students that reside within the LAUSD territorial jurisdiction and to increase opportunities for students who are representative of the School’s community.

- Conduct orientation meetings prior to the opening of each school year to inform interested parents and students of school offerings. Outreach meetings will be held in multiple locations of the target area in order to ensure all students in the area have an opportunity to attend the school.
- Conduct open houses and school tours on a regular basis during the school year.
- Develop and distribute promotional and informational materials, such as school brochures, flyers, website, and advertisements for local media that are translated into Spanish.
- Visit a broad range of community groups, agencies, neighborhood youth organizations, churches, public libraries and other locations that serve various racial and ethnic groups represented in the district.

In order to provide school information to a more diverse population, GCS targets families in areas that are within a two mile radius of the school as well as in our former site neighborhood, McArthur Park / Pico Union. As detailed in Element 1, Section A, our targeted outreach areas are predominantly low-income and Hispanic/Latino, as is our school enrollment.

GCS maintains an accurate accounting of the ethnic and racial balance of students enrolled in the School, along with documentation of efforts the School has made to achieve racial and ethnic balance in accordance with the charter petition.

**Court-ordered Integration (LAUSD-REQUIRED LANGUAGE)**
The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by 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 60:40 ratio. *(Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)).* The written plan should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District
retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

**No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students (LAUSD-REQUIRED LANGUAGE)**

The District and Gabriella 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. No Child Left Behind—Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The Gabriella Charter School 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 Gabriella Charter School shall have the right to continue attending Gabriella Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Gabriella Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Gabriella 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. Gabriella Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC 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 Gabriella Charter School under the NCLB-PSC program increases in subsequent years, Gabriella Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

**Federal Compliance (LAUSD-REQUIRED LANGUAGE)**

As a recipient of federal funds, including federal Title I, Part A funds, Gabriella 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. Gabriella Charter School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Gabriella Charter School 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

Gabriella Charter School 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 requirements, if applicable. CA Ed. Code § 47605(b)(5)(H)

Gabriella Charter School will be open to all students residing in California who wish to attend the school, as outlined in Education Code 47605(d)(2)(A). GCS not discriminate against any student on the basis of disability, gender, gender identity, gender expression, 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. GCS shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements.

As a charter school, Gabriella Charter School is a school of choice. GCS shall admit all pupils who wish to attend the school (Education Code Section 47605(d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all other applicable laws and requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Admission to GCS will not be determined according to the place of residence of the pupil or his/her parent.

**Applications and Public Random Drawing**

GCS will inform the public commencing in September of each school year that it is accepting applications for admission for the following school year and publicize the deadline for applications. The open application period will last until, at a minimum, the end of February of the following year. Any family making application to GCS will be informed of GCS’ admissions policies and information about when the applications must be submitted in order to be included in the public lottery. New applications will be required each year, regardless of a student’s status on the waiting list for the previous year.

In the event that GCS receives more applications than there are spaces available for any particular grade, enrollment will be determined by random public lottery in accordance with Education Code section 47605(d)(2)(B). The lottery will be held within two weeks after the last day that applications can be submitted to be included in the public lottery. All applicants will be informed of the date, time and place of the drawing via the Lottery Application, and told that they are welcome to attend if they choose to do so, but that their presence is not required to secure a spot at the school. To ensure that interested parties may attend, the drawing will be held on a weekday evening. All students whose applications have been timely submitted will be included in the lottery.

Preference will be given to existing students of the school, to children who have siblings already enrolled in the school, to pupils who reside within the LAUSD attendance area and the children of GCS employees and board members, not to exceed 10% of the School’s total enrollment. If a child gains admission, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or they will move up to the top of the waitlist for their grade in the order that siblings are drawn during the public lottery or in the order that their siblings obtain a space in the school.

The Executive Director or Principal will pull lottery spaces in order of grade level. A representative of the community to ensure fair and accurate implementation will monitor the lottery procedure. As names are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once a
grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. Students who are not granted enrollment for the next school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

**Enrollment Process**

Within two weeks of the lottery, families will be notified in writing of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The school will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms. The GCS lottery form and enrollment packet is included in Appendix G.

The waiting list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, the administrative office will contact the family of the student on the top of the waiting list by phone, email and/or mail to offer their student admission to the school. Up until two weeks prior to the start of the upcoming school year, the family has ten (10) business days to confirm enrollment and return a completed enrollment packet in person. If a student is notified during the current school year\(^{26}\), they will have 72 hours to confirm intent to enroll (via phone or email) and to submit a complete application in person.

Should the family decline the position, the next family on the list will be contacted until the open position is filled. In no circumstance will a wait list carry over to the following school year, and students who remain on the wait list must apply for enrollment in the following year.

**McKinney-Vento Homeless Assistance Act (LAUSD-REQUIRED LANGUAGE)**

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.

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\(^{26}\) Current school year is considered two weeks (10 business days) prior to the first day of school.
**ELEMENT 9: ANNUAL AUDIT**

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. \( \text{CA Ed. Code §47605(b)(5)(I)} \)

GCS’s Board of Directors annually oversees the selection of an independent auditor and the completion of an annual audit. This auditor, a Certified Public Accountant familiar with school finances and operations, conducts the independent financial audit in accordance with generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of LAUSD. GCS agrees to use its best efforts to resolve outstanding issues from the audit prior to the completion of the auditor’s final report.

**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.

**Balance Reserves**
Additionally, the 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.
ELEMENT 10: SUSPENSIONS & EXPULSIONS

Procedures by which pupils can be suspended or expelled. CA Ed. Code § 47605(b)(5)(J)

Discipline Policy
GCS adheres to a holistic behavior philosophy based on modeling and reinforcement of positive behavior and lifestyle choices. The school-wide discipline policies at GCS have been developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment. This policy includes, but is not limited to the students’ rights and responsibilities while on school grounds as well as the school’s suspension and expulsion policies. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

Upon enrollment and at the beginning of each school year, GCS families each receive a copy of the Parent / Student Handbook (included in Appendix C) and are asked to agree in writing to abide by the provisions of the Handbook, including the School’s discipline policy. In addition, school staff members review the discipline policy with new students and parents prior to the first day of school.

Certain inappropriate behaviors may require the teacher to refer the student to the School Office or to administer consequences within the classroom to discipline the student and to maintain a safe environment. If a teacher refers a student to the office, the student may remain at the office for a short “time out” period, and/or lose recess time, and/or require a parent signature on a note sent by the Principal or Assistant Principal, Curriculum and Culture.

Any student who engages in repeated violations of the School’s behavioral expectations will be required to attend a meeting with the School staff and the student’s parent or guardian. The School will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines and consequences for failure to meet School expectations which may include, but are not limited to, suspension or expulsion.

Students who present an immediate threat to the health and/or safety of others or themselves may also be immediately suspended and later expelled by the Board of Directors upon recommendation of the Principal. GCS policy is to provide all students with an opportunity for due process in conformity with applicable federal law regarding students with exceptional needs.

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

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

Reasons for Suspension and Expulsion
The following behaviors may result in immediate suspension as recommended on the Administrator Recommendation of Expulsion Matrix (Source: http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp):
• Causing, attempting to cause, or threatening to cause physical harm or injury to another person
• Possessed dangerous objects
• Sold look alike substance intended to represent drugs or alcohol
• Causing or attempting to cause damage to school property
• Committed theft or attempting to steal school property or private property
• Possessing or using tobacco.
• Committing an obscene act or engaging in habitual profanity or vulgarity.
• Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, or other school officials
• Received stolen property
• Possessed imitation firearm
• Committed sexual harassment (i.e. sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature)
• Harassed, threatened, or intimidated a student witness
• Sold prescription drug Soma
• Committed hazing
• Engaged in an act of bullying, including but limited to, bullying committed by means of an electronic act, and directed specifically toward a pupil or school personnel
• Causing or attempting to cause harm to individuals through the use of hate language.
• Providing false information, plagiarism, or cheating
• The fourth disciplinary referral a student receives and subsequently every three disciplinary referrals

The decision to suspend a student will be at the discretion of the GCS Principal or Assistant Principal, Curriculum and Culture. All suspensions will be done at home unless otherwise noted on the suspension letter. A student who commits one of the above violations may be sent home for the remainder of that school day and for the next consecutive school day(s) depending on the circumstance of the suspension. After a student’s third suspension in one (1) school year, it is up to the discretion of the parent or staff to schedule a meeting with the Student Success Team. If such a meeting is called, the Student Success Team will be responsible for designing an appropriate behavior intervention plan. If the student or the parents fail to comply with the recommendations made by the Student Success Team, the student will become eligible for expulsion. All disciplinary interventions enacted by the School will be done in accordance with the provisions set forth in the School’s approved charter documents.

After all suspensions, the parent and student must meet with the teacher and/or school administrator before the student is allowed to return to class. School administration has the discretion to suspend a student for up to five days depending on the severity and the frequency of the student’s inappropriate behavior.

**Expulsion**

1. **Mandatory:** Students will be expelled from GCS for any of the following reasons as specified in Ed Code Section 48915: Act must be committed at school or school activity.

   • Possession, use of, sale of, or furnishing any firearm
   • Brandishing a knife at another person
   • Unlawful selling a controlled substance
• Committing or attempting to commit a sexual assault, or committing sexual battery
• Possession of an explosive

2. **Expulsion Expected:** Students shall be recommended for expulsion for the following violations unless a school administrator finds that the expulsion is inappropriate due to a particular circumstance. These acts must be committed at school or school activity.

• Causing serious physical injury to another person, except in self-defense
• Possession of a knife, explosive, or other dangerous object of no reasonable use to the pupil
• Possession and/or use of any substance
• Robbery or extortion
• Assault or battery, or threat of, on a school employee

3. **Discretionary:** Students may be expelled for the following violations. These include acts committed at school or school activity or on the way to and from school or school activity.

<table>
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<tr>
<th>Serious misconduct in violation of the California Education Code is grounds for suspension or expulsion from class or from school. The decision to recommend expulsion of a student will be made by the Principal, and the final decision to expel is at the discretion of the GCS Board of Directors.</th>
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| **Process for Suspension and/or Expulsion**
**Informal Conference**
Suspension shall be preceded by an informal conference conducted by the Principal with the student and his/her parents or guardian. The conference may be omitted if the Principal 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 the student is suspended without a conference, the parent/guardian shall be notified of the suspension and school personnel will request a conference as soon as possible. |
Notice to Parents/Guardians
At the time of suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person and to follow up such contact with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to School. If School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that violations of specific School rules may result in expulsion from the School.

Length of Suspension
The length of suspension for students may not exceed a period of 5 days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 days, a second conference will be scheduled between the parent/guardian and School personnel to discuss the progress of the suspension. Any student who is suspended will receive daily class assignments and homework for the duration of the suspension.

Recommendations for Expulsion
Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Hearing
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the Principal determines that an act subject to expulsion has occurred. The hearing shall be presided over by an administrative hearing panel appointed by the Board of Directors.

Written notice of the hearing will be forwarded to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

- The date, time and place of the hearing.
- A statement of the specific facts upon which the proposed expulsion is based.
- A copy of GCS disciplinary rules as set forth in the Parent-Student Handbook that relate to the alleged violation.
- Written notice that the student and/or the student’s parent/guardian may appear in person at the hearing and may present evidence on his or her behalf. The parent may bring a representative or counsel.

Written notice to expel a student will be sent by the Principal to the parent/guardian of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”
- 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 GCS.
**Appeal of Suspension or Expulsion**

**Appeal of a Suspension**
Parents and/or guardians will be notified in advance of the suspension or expulsion of a student and can appeal a student’s suspension or expulsion. The suspension of a student will be at the discretion of the Principal and Executive Director. An administrative panel appointed by the Board of Directors will make the final decision on all suspension appeals. The decision of the administrative panel regarding suspension appeals shall be final.

**Appeal of an Expulsion**
Parents and/or guardians will be notified in advance of the suspension or expulsion of a student and can appeal a student’s suspension or expulsion. Expulsion of a student will be recommended by the Principal and must be decided by an administrative hearing panel appointed by the GCS Board of Directors.

Parents and/or guardians may appeal an expulsion decision within five working days of receiving written notice by providing written notification to the Executive Director. The student will be considered suspended until such time as the appeal is decided, which shall take place within 10 working days of receipt of the appeal notification by the Charter School. The full GCS Board of Directors will hold the expulsion appeal hearing. The decision of the Board of Directors regarding expulsion appeals shall be final.

In the event of a decision to expel a student from GCS, the School will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

*(LAUSD-REQUIRED LANGUAGE)*
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.

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.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

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 Special Education Service Center.
Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

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 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 and documentation that the Charter School’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice of 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 student's disability:
  B. Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Outcome Data (LAUSD-REQUIRED LANGUAGE)
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.

Rehabilitation Plans (LAUSD-REQUIRED LANGUAGE)
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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission (LAUSD-REQUIRED LANGUAGE)
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.
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 and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

Reinstatement (LAUSD-REQUIRED LANGUAGE)
The Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Special Education Students (LAUSD-REQUIRED LANGUAGE)
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?

Gun Free Schools Act (LAUSD-REQUIRED LANGUAGE)
The Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11: RETIREMENT SYSTEMS AND EMPLOYEE MATTERS

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” CA Ed. Code § 47605(b)(5)(K)

A. RETIREMENT
The Board of Directors determines which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.). Non-certificated employees participate in the federal Social Security system in accordance with applicable law. As it has in the past, GCS plans to have its teachers participate in the State Teachers’ Retirement System (STRS) or a similar program, and will coordinate such participation, as appropriate, with the social security system or other reciprocal systems. GCS works directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. All withholdings from employees and GCS are forwarded to the STRS Fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS. For full-time certificated employees who participate in the State Teacher Retirement System (STRS), employees will contribute the required percentage (currently 8.0% of salary), and GCS will contribute the employer’s portion (currently 8.25%) required by STRS.

B. OVERSIGHT OF BENEFITS
GCS has to date contracted with ExED to handle our payroll and accounting services. The Gabriella Foundation’s Executive Director is responsible for ensuring appropriate arrangements for coverage have been made.

C. EMPLOYEE POLICIES
Employee Policies relating to the terms and conditions of employment are included in Element 13, and Appendix B: Employee Handbook.
ELEMENT 12: STUDENT ATTENDANCE

“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)

(LAUSD-REQUIRED LANGUAGE)
Pupils who choose not to attend Gabriella 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.
ELEMENT 13: RETURN RIGHTS OF EMPLOYEES

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. CA Ed. Code § 47605(b)(5)(M)

Former District employees must consult with the District to determine their eligibility for leave.

(LAUSD-REQUIRED LANGUAGE)
Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
ELEMENT 14: DISPUTE RESOLUTION

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. \( \text{CA Ed. Code § 47605(b)(5)(N)} \)

(LAUSD-REQUIRED LANGUAGE)
The staff and governing board members of Gabriella Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Gabriella 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 Gabriella 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:   Gabriella Charter School
                      c/o School Executive Director
                      1435 Logan Street
                      Los Angeles, CA 90026

   To Director of Charter Schools:  Charter Schools Division
                                     Los Angeles Unified School District
                                     333 South Beaudry Avenue, 20th Floor
                                     Los Angeles, California 90017

2) A written response ("Written Response") shall be tendered to the other party within 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.
ELEMENT 15: COLLECTIVE BARGAINING

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with § 3540) of division 4 of Title 1 of the Government Code). \(^\text{1 CA Ed. Code § 47605(b)(5)(O)}\)

(LAUSD-REQUIRED LANGUAGE)
The Gabriella Charter School is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16: SCHOOL CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.1 CA Ed. Code § 47605(b)(5)(P)

Revocation (LAUSD-REQUIRED LANGUAGE)
The District may revoke the Charter if Gabriella Charter School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Gabriella Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

• Gabriella Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

• Gabriella Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.

• Gabriella Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

• Gabriella Charter School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Gabriella Charter School in writing of the specific violation, and give the Gabriella Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action (LAUSD-REQUIRED LANGUAGE)
The decision to close Gabriella Charter School either by the Gabriella Charter School 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 (LAUSD-REQUIRED LANGUAGE)
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.
(a) 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 Gabriella Charter School will be issued by Gabriella Charter School 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 Gabriella Charter School 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 Gabriella Charter School 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), Public Employees Retirement System (PERS), 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 Gabriella Charter School 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.

(b) School and Student Records Retention and Transfer

Gabriella Charter School 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 and behavior records 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 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 gradebooks, 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.

(c) 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.

Gabriella Charter School 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 Gabriella Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Gabriella Charter School will be the responsibility of the Gabriella Charter School and not LAUSD. Gabriella Charter School understands and acknowledges that Gabriella Charter School will cover the outstanding debts or liabilities of Gabriella Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Gabriella Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Gabriella Charter School participates, and other categorical funds will be returned to the source of funds.
Gabriella Charter School 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.

(d) 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 corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Gabriella Charter School 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 Gabriella Charter School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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 [Charter School’s] right to operate as a Charter School or cause Gabriella Charter School to cease operation. Gabriella Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Facilities

A “Multi-Year Co-Location Agreement” (Multi-year Use Agreement) between LAUSD and Gabriella was fully executed on or about August 12, 2009 and currently governs all contractual terms and conditions of Gabriella’s occupancy of District facilities. If and when the Multi-year Use Agreement terminates, Gabriella agrees to the following provisions regarding its occupancy of District facilities:

District-Owned Facilities (LAUSD-REQUIRED LANGUAGE): If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School
shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. 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.** Gabriella 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 Gabriella Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Gabriella Charter School for use. Gabriella 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 Gabriella Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  
  - **Pro Rata Share.** LAUSD shall collect and Gabriella Charter School shall pay a Pro Rata Share for facilities costs as provided in the Gabriella Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  - **Taxes; Assessments.** Generally, Gabriella Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Gabriella Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Gabriella 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 Gabriella Charter School.
  
  - **Co-Location.** If Gabriella 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 Gabriella 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 Gabriella Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Gabriella 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 Gabriella 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, Gabriella Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Gabriella Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Gabriella Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Gabriella Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Gabriella 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 Gabriella 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. Gabriella Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Gabriella 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 Gabriella 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](http://www.laschools.org/employee/mo/ipm)
**Asbestos Management:** The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
REFERENCES


