GIAN CHARTER ACADEMY

CHARTER PETITION

Submitted to the LOS ANGELES UNIFIED SCHOOL DISTRICT

March 18, 2013
# Table of Contents

Table of Contents, Affirmations, Initial Screening ........................................... 2 – Tab 1

Element 1: Description of the Educational Program ........................................ 7 – Tab 2
Element 2: Measurable Student Outcomes ..................................................... 60
Element 3: Means to Assess Pupil Progress .................................................... 68
Element 4: Governance ................................................................................. 73
Element 5: Qualifications for School Employees ............................................. 84
Element 7: Racial and Ethnic Balance ............................................................ 111
Element 8: Admission Requirements ............................................................. 118
Element 9: Annual Financial Audits ............................................................... 123
Element 10: Pupil Suspension and Expulsion .................................................. 128
Element 11: Employee Retirement Programs ................................................ 149
Element 12: Attendance Alternatives ............................................................. 157
Element 13: Rights of District Employees ...................................................... 158
Element 14: Mandatory Dispute Resolution ................................................. 159
Element 15: Exclusive Public School Employer ............................................. 161
Element 16: Charter School Closure .............................................................. 162
   A. Closure Procedure .................................................................................. 162
   B. Additional Requirements ....................................................................... 172

Appendix ............................................................................................................. 178

   A. Corporate Bylaws .................................................................................. Tab 3
   B. Articles of Incorporation ....................................................................... Tab 4
   C. Budget ................................................................................................... Tab 5
   D. Teacher or Parent signatures 50% ......................................................... Tab 6
   E. Due Diligence Questionnaire ................................................................ Tab 7
   F. Board Resumes and Questionnaires ..................................................... Tab 8
   G. Safety Plan ............................................................................................. Tab 9
   H. Employee Handbook ............................................................................ Tab 10
   I. Evaluation Procedure ............................................................................ Tab 11
   J. Sample Units Core Content Area ........................................................ Tab 12
   K. Scope and Sequence ............................................................................. Tab 13
   L. Application and Enrollment Forms ....................................................... Tab 14

Promissory Note, Lease Agreement ................................................................. Tab 15
Resolution from Board of Directors designating – Lead petitioner.............. Tab 15
   – Director/Principal
   – On-site manager

CD....................................................................................................................... Front Cover, Inside Left Pocket
LOS ANGELES UNIFIED SCHOOL DISTRICT  
Charter Schools Office  

Letter of Intent to Apply for a Charter School

Name of proposed charter school_____GIAN ____________________
General location of proposed charter ___Valley CA ______________
Projected grade levels______K-5___________________________ Projected enrollment_140, FIRST YEAR__

Lead Petitioner Information:

Name _____XXXXXXXXXXXXXXXX_____________________________________
Address_______XXXXXXXXXXXXXXXXXXX_____________
Phone number(s)_____XXXXXXXXXXXXXxXXXXXX_____________________________
Fax_xxxxxxxxxx____________
E-mail address: XXXXXXXXXXXXXXXXX

Other members of the Charter Development team

__XXxxxxxxxxxxx________   _xxxxxxxx___________________
__xxxxxxxxxxxxx_________  _xxxxxxxxx__________________

Certification:

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

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

PRINT NAME  SIGNATURE  DATE

Received by:

PRINT NAME  SIGNATURE  DATE
Affirmations and Assurances

As the authorized lead petitioner, I, Bhupinder Kaur Malik, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school to be named Gian Charter Academy, also referred to herein as “Gian Charter Academy and Charter School,” to be located within the boundaries of the Los Angeles Unified School District, also referred to herein as “LAUSD” or “District,” is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- Shall be deemed the exclusive public school employer of the employees of Gian Charter Academy Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- Shall determine admissions 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).

- Shall 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.
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.

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]

- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- Shall at all times maintain all necessary and appropriate insurance coverage as specified by LAUSD and outlined in Element 6 of this charter.

- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- Shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
• Shall 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.

• Shall follow any and all other federal, state, and local laws and regulations that apply to the Gian Charter Academy, including but not limited to:
  
  • Gian Charter Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  • Gian Charter Academy shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs.
  • Gian Charter Academy shall comply with any jurisdictional limitations to locations of its facilities.
  • Gian Charter Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  • Gian Charter Academy shall comply with all applicable portions of the No Child Left Behind Act.
  • Gian Charter Academy shall comply with the Public Records Act.
  • Gian Charter Academy shall comply with the Family Educational Rights and Privacy Act.
  • Gian Charter Academy shall meet or exceed the legally required minimum of school days.

________________________________________ __________________
Bhupinder Kaur Malik, Lead Petitioner   Date
ELEMENT 1: Description of the Educational Program

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

The address of the Charter School is _9989 Laurel Canyon Blvd., Pacoima CA 91311_
The phone number of the Charter School is _TBD_________________________
The contact person for the Charter School is _Bhupinder Kaur Malik_________

The term of this charter shall be from _July 1, 2013_to June 30, 2018 – 5 yrs____
The grade configuration is __________ K-5____________________________
The number of students in the first year will be __100_____________________
The grade level(s) of the students the first year will _K-2_____________________
The scheduled opening date of the Charter School is _September 20, 2013_________
The admission requirements include: __enrollment application, home language survey and applicable vaccinations and/or health screenings__________________

The enrollment capacity is _300 students._ (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency.).
The instructional calendar will be: __182 days______________________.
The bell schedule for the Charter School will be: 8:05am to 2:45pm, MTThF; 8:05 to 1:30pm Wednesday minimum days_________________________________.
If space is available, traveling students will have the option to attend.

A. Vision

A charter school with strong community support and participation that provides a rigorous, standards-based curriculum and individualized support for all children; A safe and compassionate learning environment that promotes love of learning among children while meeting their academic, social and emotional needs; A highly professional staff that builds an uncompromising commitment to learning, to compete and to excel.

B. Mission and Goals

Gian Charter Academy’s mission is to provide an inspiring and challenging learning environment for all students and to promote a culture of strong social and family values through the International Baccalaureate Primary Years Program (IBPYP) that will prepare students to meet the challenges of a global 21st century. We will fulfill our mission with:
1. High Academic Achievement
   - Students develop a deep understanding, mastery and application of important concepts that propel inquisitive life-long learning and will reach high levels of academic achievement

2. Standards-based Instruction
   - Provide a school model where students acquire and practice a range of essential skills that are CA Common Core standards based
   - Begin implementing the IBPYP scope and sequences, merging Common Core state standards and district policies, to develop and use the best instructional practices that meet the varied needs of all students

3. Positive Student Character Development
   - Conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB program is implemented
   - Provide a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the IB program is implemented

4. Community Participation
   - Provide a space where students have the opportunity for involvement in responsible actions and social service in their local and world community
   - Begin implementing the IBPYP, which “focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development” with the assistance of staff, parents, and the larger community

C. Target Population - Whom will Gian Charter Academy Serve?

Gian Charter Academy will be a school that models the lessons of the International Baccalaureate Primary Years Program: inclusiveness and recognition of a common humanity. With this model in mind, we seek to be a school that will serve one and all that walk through our doors from the local and surrounding communities.

The map below depicts the general area our school will serve. The yellow star illustrates the general location of the Gian Charter Academy and the surrounding communities of Pacoima, San Fernando and Arleta that are within a one-mile radius centered from the future site. We will serve these communities that are located within LAUSD boundaries. Within a two-mile radius of the future school site, we will potentially serve the communities of Lakeview Terrace, Panorama City, North Valley, and Shadow Hills.
Gian Charter Academy will attract students from all the cities identified encompassing private and public school students that prefer a learning experience in a non-traditional, personalized learning environment that will focus on academics, character-development and creating world citizens.

Gian Charter Academy will recruit and serve all types of learners. In our first two years we expect that we will have a moderate percentage of English Language Learners (+42%) and Title I students (98%).

<table>
<thead>
<tr>
<th></th>
<th>Y1 - 2013</th>
<th>Y2 - 2014</th>
<th>Y3 - 2015</th>
<th>Y4 - 2016</th>
<th>Y5 - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade K</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Grade 1</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Grade 2</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Grade 3</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Grade 4</td>
<td></td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td></td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>100</td>
<td>150</td>
<td>200</td>
<td>250</td>
<td>275</td>
<td></td>
</tr>
</tbody>
</table>

Our enrollment at capacity will be three hundred and forty (300) students in grades Kindergarten through fifth (K-5). Beginning in Year 1 we will serve one hundred and forty (100) K-2 students in the fall of 2013. A
Kindergartner class of sixty (50) students will be added in 2014 and another in 2015, until our fifth year when our capacity will be reached at 300 students. The table below illustrates our enrollment plan.

**Community Educational Profile**
The target student population will be students that will enjoy the experience of an academically rigorous program, small classes and an international approach to learning. In our first year, our K-2 students will arrive on their own from surrounding elementary schools, depicted in the table below, with varied educational programs and academic performance levels. On average, our students will arrive from schools that are on the LAUSD Program Improvement list; from schools that have an average of 624 students and an average API score of 788. In addition, our students will arrive from Title I schools with a vast majority of Hispanic students and a 42% average of English Language Learners. The schools with the closest proximity to our planned facility are Fernangeles, Ranchito and Burton elementary schools. These schools in close proximity are among the lowest and moderately well-performing, moderately crowded schools in the Valley of Los Angeles. The local charter schools, Montague and Pacoima charter elementary schools, are in close proximity from our future facility. These charter schools are also Title I schools and have a larger percentage of English Language Learners at 52% of the total student body. For the 2011-12 school year, these charters had an average API score of 794, a slight increase than the traditional surrounding public schools.

<table>
<thead>
<tr>
<th>Elementary SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>P.I.?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Rank - '11</th>
<th>Similar Schools Rank - '11</th>
<th>% Free/Reduced Lunch</th>
<th>% of ELL Students</th>
<th>% of ELL Students</th>
<th>% Hispanic</th>
<th>% African-American</th>
<th>% other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fernangeles</td>
<td>908</td>
<td>N</td>
<td>Y5</td>
<td>NO</td>
<td>NO</td>
<td>776</td>
<td>4</td>
<td>8</td>
<td>100</td>
<td>10</td>
<td>57</td>
<td>93</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Ranchito</td>
<td>585</td>
<td>N</td>
<td>Y5</td>
<td>YES</td>
<td>NO</td>
<td>809</td>
<td>5</td>
<td>8</td>
<td>91</td>
<td>10</td>
<td>37</td>
<td>79</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Burton</td>
<td>635</td>
<td>N</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>813</td>
<td>7</td>
<td>10</td>
<td>100</td>
<td>15</td>
<td>44</td>
<td>90</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Roscoe</td>
<td>820</td>
<td>N</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>789</td>
<td>5</td>
<td>9</td>
<td>100</td>
<td>11</td>
<td>36</td>
<td>97</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Vinedale</td>
<td>312</td>
<td>N</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>755</td>
<td>2</td>
<td>5</td>
<td>100</td>
<td>13</td>
<td>36</td>
<td>88</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>CHARTER Elementary SCHOOLS</td>
<td># of Students</td>
<td>Multi-Track School?</td>
<td>P.I.?</td>
<td>Met Schoolwide Growth Target?</td>
<td>Met all Subgroup Growth Targets?</td>
<td>API Score</td>
<td>API State Rank</td>
<td>Similar Schools Rank</td>
<td>% Free/Reduced Lunch</td>
<td>% of ELL Students</td>
<td>% of ELL Students</td>
<td>% Hispanic</td>
<td>% African-American</td>
<td>% other</td>
</tr>
<tr>
<td>Montague</td>
<td>1140</td>
<td>N</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>800</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>56</td>
<td>97</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Pacoima</td>
<td>1264</td>
<td>N</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>787</td>
<td>4</td>
<td>9</td>
<td>100</td>
<td>8</td>
<td>48</td>
<td>97</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
According to the LAUSD Title I report on PI schools for 2012, the nearest surrounding elementary schools in our target community have been in “PI status or continuation” overwhelmingly due to low performance in the areas of English Language Arts and Mathematics. This is a strong indicator that our students will also arrive with challenges in the areas of English Language Arts and Mathematics.

For all students in grades K-5 in the closest four elementary schools in our target community, the average percentage of students scoring above proficient in CST English Language Arts and Mathematics was 48% and 58%, respectively. For the Economically Disadvantaged, the percentage of students scoring above proficient in English Language Arts and Mathematics was also 48% and 58%, respectively. For Hispanics, the percentage of students scoring above proficient in English Language Arts and Mathematics was 48% and 57%, respectively. And, for students classified as English Language Learners, the percentage of students scoring proficient in English Language Arts and Mathematics was 22% and 40%, respectively, as shown in the table below.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th># of Students</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Free &amp; Reduced Lunch</th>
<th>% Hispanic</th>
<th>% ELL</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fernangeles</td>
<td>908</td>
<td>776</td>
<td>4</td>
<td>8</td>
<td>100</td>
<td>93</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>53</td>
</tr>
<tr>
<td>Ranchito</td>
<td>585</td>
<td>809</td>
<td>5</td>
<td>8</td>
<td>91</td>
<td>79</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>Rascoe</td>
<td>820</td>
<td>789</td>
<td>5</td>
<td>9</td>
<td>100</td>
<td>97</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>Vinedale</td>
<td>276</td>
<td>755</td>
<td>2</td>
<td>5</td>
<td>100</td>
<td>90</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>All schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>58</td>
</tr>
</tbody>
</table>

In terms of students arriving to our school from private and or religious schools from the surrounding community, we will draw students from Guardian Angel School (k-8) with 201 students, Mary Immaculate Elementary (k-8) with 273 students, Delphi Academy of Los Angeles (k-12) with 185 students, and Guardian Angel Elementary School (k-8) with 201 students. Private school academic performance and educational program
information have not been made available to us and we will not know the individual student’s academic profile until our school conducts academic performance measures.

Community Demographic Profile

The target community from where our students will come is bounded by the City of San Fernando to the North; Arleta to the South; Lakeview Terrace to the East and Mission Hills to the West. While our target community of 70,652 residents covers 7.2 square miles, it represents a dense and diverse community.

While Gian Charter Academy will accept all students that want to attend, most of our students will come from the community of Pacoima. As such, the majority of our students will be Hispanic/Latino. By far, according to California State University at Northridge, from the 2010 US Census, the Hispanic community dominates the population profile of Pacoima. Nearly uniformly distributed, with particularly high concentrations in specific blocks that include the San Fernando Gardens---HUD-assisted housing located between Van Nuys Boulevard (north) and Pierce Street (south) and Norris Avenue (east) and Pala Avenue (west). Other areas of high concentration of Hispanic/Latino presence include an anomalous area located on the north by Montague Street, on the south by Branford Street, on the east by Glenoaks Boulevard, and on the west by Montague Lane. Remarkably, this same area demonstrates high concentrations of Blacks and Whites. Moreover, there is a distinct concentration of Hispanics, Blacks, American Indians, and Whites in two blocks bounded by Van Nuys Boulevard (north), Pierce Street (south), Dronfield Avenue (east), and Glenoaks Boulevard (west).

While the community is predominately Latino/Hispanic it is also a very young community with the medium age being 24 years. Additionally, according the U.S. Census 2010, the percentage of the population 3-years and older in K-12 schools was 29.5% while it was 21.7% for California. And, the percentage of people living below the
poverty level is 19.4% as compared to rest of California at 14.4%.

Within our target group for our school, we will receive almost a quarter of our students in the “below poverty” category and parents will have very little educational attainment. The majority of our parents will have a less-than-9th-grade education, at 68%, as compared to the California average of 16% and only 5.6% will have obtained a college degree as compared to the average for California at 30.2%.

In terms of crime, according to the California Office of the Attorney General, the City of Los Angeles and trulia.com, the community of Pacoima had 837 violent crimes per one hundred thousand people in 2012, as compared to the City of Los Angeles at 559 and the State of California at 382 violent crimes. The community of Pacoima also had 3493 property crimes, as compared to the City of Los Angeles at 2335 and the State of California at 2916. Hence, by comparison to the rest of the city of Los Angeles and the state, the community of Pacoima where the majority of our students will come from would be considered a moderate-to-high violent city.
Additionally, according to the 2010 US Census information compiled in the table below, major indicators for the community of Pacoima include a medium household income below county and state averages, and slightly lower than the rest of the city of Los Angeles; in terms of age, as previously outlined, Pacoima is a very young city. It has a higher percentage of “Persons Under-5 years” than the average for the city of Los Angeles, the county of Los Angeles and for the state of California. Moreover, the “Foreign Born” population is twice the average for the state, which correlates with the percentage also being twice as many for “Language other than English” respondents; In terms of transiency, Pacoima is a community that on average is significantly on par with the county and the state- 86% of Pacoima’s population have stayed in Pacoima for more than one year; In terms of education, the percentage of the population in Pacoima with a bachelor’s degree or higher is significantly below county and state averages. Also, educational attainment as measured by high school graduation levels are almost at 20%; in terms of size of households, Pacoima has a significantly larger average number of persons per households, 4.6 as compared to the state at 2.91, many under five years old and the vast majority speaking Spanish as their primary language spoken at home.

<table>
<thead>
<tr>
<th>Census 2010</th>
<th>Pacoima</th>
<th>City of LA</th>
<th>LA Cnty</th>
<th>CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>75,014</td>
<td>3,792,621</td>
<td>9,818,605</td>
<td>37,253,956</td>
</tr>
<tr>
<td>Persons under 5</td>
<td>8.4</td>
<td>6.6</td>
<td>6.6</td>
<td>6.7</td>
</tr>
<tr>
<td>White</td>
<td>4.4</td>
<td>28.7</td>
<td>71.8</td>
<td>74</td>
</tr>
<tr>
<td>Black</td>
<td>3.3</td>
<td>9.8</td>
<td>9.3</td>
<td>6.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>87.8</td>
<td>48.5</td>
<td>48.1</td>
<td>38.1</td>
</tr>
<tr>
<td>Living in same house 1 year or more</td>
<td>86.4</td>
<td>85.6</td>
<td>86.7</td>
<td>84.2</td>
</tr>
<tr>
<td>Foreign born</td>
<td>47.1</td>
<td>40.9</td>
<td>35.6</td>
<td>27.2</td>
</tr>
<tr>
<td>Language other than English</td>
<td>80.6</td>
<td>59.8</td>
<td>56.6</td>
<td>43.2</td>
</tr>
<tr>
<td>HS graduates or higher</td>
<td>19.7</td>
<td>21.1</td>
<td>76.1</td>
<td>80.8</td>
</tr>
<tr>
<td>Bachelors or higher</td>
<td>5.6</td>
<td>19.2</td>
<td>29.2</td>
<td>30.2</td>
</tr>
<tr>
<td>Ownership rate</td>
<td>60</td>
<td>65.4</td>
<td>47.8</td>
<td>56.7</td>
</tr>
<tr>
<td>Persons per households</td>
<td>4.6</td>
<td>2.87</td>
<td>2.99</td>
<td>2.91</td>
</tr>
<tr>
<td>Medium household income</td>
<td>$49,066</td>
<td>$49,138</td>
<td>$56,266</td>
<td>$61,632</td>
</tr>
<tr>
<td>Below poverty</td>
<td>19.4</td>
<td>19.5</td>
<td>16.3</td>
<td>14.4</td>
</tr>
</tbody>
</table>

**Implications for Gian Charter Academy and Modifications**

Key demographic indicators have an impact on the way Gian Charter Academy will operate. These demographic indicators are some of the challenges Gian Charter Academy will face: 1) large number of persons in “poverty”; 2) large number of persons per households; 3) low percentage of higher-education attainment; 4) large percentage of people speaking other languages other than English at home; 5) large percentage of foreign born;
6) large percentage of Hispanic persons; 7) Large percentage of persons Under-5 years old.

Similar to surrounding Los Angeles Unified School District schools, Gian Charter Academy will face many challenges. One significant challenge for Gian Charter Academy is the large number of children and families demographically in “poverty”. As such, these students attending our school will allow us to live and fulfill our mission to provide an inspiring and challenging learning environment for all students. Additionally, it makes for a more diverse student body.

As these demographic challenges relate to school operations, we will hire staff that have prior experience working with economically challenged populations or that have experience with Free & Reduced Lunch program students. Moreover, having a large population of students in “poverty” will designate our school as a Title I school. This designation will allow us additional resources to better assist students that are economically and educationally challenged. Because this group will be one of the largest groups in the school, we will create a school council composed of parents and staff to identify and address the challenges these students face.

Additionally, serving large families in our target community is an indicator that our Board and staff will need to implement as part of our enrollment process the “siblings” clause that allows a certain priority to brothers and sisters wishing to attend our school, if enrollment capacity allows. Culturally, we welcome the added family feel and culture created when siblings attend the same school.

Other challenges Gian Charter Academy will face locating the school in Pacoima is the challenge of serving a largely formally uneducated, Spanish speaking, immigrant community. In other words, we will serve a community that almost mirrors the LAUSD ethnic demographic profile but with lower levels of higher-education and larger families. To meet the challenges this community will bring to us, we will hire a majority of our staff to be bilingual Spanish speaking to assist the anticipated English Language Learner population of 42%. Also as part of our educational program we will invest heavily in an English Language Learner program dedicated to transition students out of ELL classification within two years with intensive English language acquisition. Moreover, we will create a Parent Center that will provide for parents opportunities to interact with each other and learn from each other as parents and as individuals to assist their children with school. In addition, we will provide opportunities to training leaders to formally join our school board and other school-wide policy committees. It is in our mission that we can only succeed with the assistance of our parents.
D. What it means to be an Educated Person in the 21st Century

Within this context, Gian Charter Academy believes a truly educated person in the 21st Century must possess the following skills and attributes:

1. **High Academic Proficiency**: the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas.
2. **Communication skills**: the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
3. **Research Skills**: the aptitude to access, process, manage, interpret, question, validate, and act upon information.
4. **Interpersonal Skills**: the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
5. **Intrapersonal Skills**: the ability to be aware of one’s own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to achieve growth.
6. **Innovation**: the ingenuity to creatively solve problems, make connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).
7. **Technological Proficiency**: the knowledge of the software and hardware required to research and present information in a variety of media.
8. **Tolerance**: the willingness to understand and respect cultural differences in perspectives, beliefs, values and traditions.
9. **Curiosity**: the capacity to recognize personal inquiries and identify individualized learning goals accordingly.

We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills that will enable our students to find workable solutions to these kinds of problems.

E. How Learning Best Occurs

In order for students to learn best, the Gian Charter Academy curriculum will focus on rigor and relevance for all students. The instruction will be based on the California State Content Standards for all subjects. GCA intends to
provide each student with powerful learning experiences that are
differentiated to meet individual student needs. Mentoring of each individual
student by staff as well as fellow students at GCA will foster positive
learning experiences, further develop our community and diminish the need
for remediation.

Gian Charter Academy will be a relatively small school with low student-to-
teacher ratios. As such, learning best occurs when schools are small.
Research has shown that second only to socioeconomic status, school size is
the most significant predictor of student success (Klonsky, 1998). Also,
research strongly emphasizes the superiority of small schools as places
where the learning environment is enhanced (Raywid, 1998). The enhanced
social relationships of small school environments affects student
achievement by increasing trust and positive attitudes toward school among
students and staff, while decreasing violence and conflict (Gladden, 1999).
Small schools also tend to increase student participation across the board
resulting in lower dropout rates and higher attendance rates (Fine, 1998).

Learning best occurs when parents participate in the educational program,
and small schools are more likely to encourage parental involvement
(Cotton, 1996). When the US Department of Education focused their
research on 4th grade reading comprehension (1996), researchers found,
after eliminating confounding variables, a 44-point gap in scores still existed
between students with significant parent involvement and students without.
Gian Charter Academy will strive to enhance relationships with parents
through a program of parent participation, education about students, and
parent educational opportunities in technology and higher educational
opportunities.

Learning best occurs in a collaborative environment. Research has shown
that school success is dependent upon collaboration and goals (Schmoker,
1996). Collaboration among teachers, between students and teachers,
between parents and teachers and administration and community is
necessary for a successful school. Gian Charter Academy will also emphasize
cooperative learning for students. Our current educational model further
enhances this spirit of collaboration where teaching teams work together to
develop IB thematic units and share the implementation of such units
between all teachers across grade levels.

Learning best occurs in a climate where there are measurable goals. This
"beginning with the end in mind" requires a standards-based system that
gives direction to academic programs and is designed to ensure proficiency
for students. The assessment of student’s progress is based on multiple
measurement tools looking at the many facets of the learners.
Learning best occurs in a climate of accountability. As Schmoker (1996) so simply states, "What gets measured gets done". Gian Charter Academy will provide a continuous collection and application of data for students, parents, teachers, Executive Directors and Board. By being accountable to each constituency, all charter schools can positively change the climate of accountability in a district (Gil, 1999).

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, "the single most important determinant of student achievement is the expertise and qualifications of teachers." Gian Charter Academy will provide a complete program of staff development as outlined below and will participate in selected staff development programs in cooperation with the International Baccalaureate Organization and the Los Angeles Unified School District.

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

Learning best occurs when students are immersed in an educational environment that honors their cultural heritage. Enduring understanding occurs when content instruction includes cultural learning as well (Lessow-Hurley, 2000).

Learning best occurs when children are known and understood as individuals. We believe that each child’s learning journey needs to start from the individual starting point, including the learner’s existing knowledge and socio-economic background and cultural heritage.

**F. Instructional Program and Curriculum**

**Educational Philosophy**
Direct explicit instruction and a standards based sequential curriculum will drive the educational philosophy of Gian Charter Academy. Instruction will
be inquiry and investigation-based and a holistic learning environment will be provided. Students will experience an inspirational learning environment with rigorous academic standards enriched with higher-level questioning and global mindedness. Gian Charter Academy will not only have a rigorous learning environment that will enable students to become self-motivated, competent, life-long learners, but will also provide a learning experience where students learn to be world citizens and guardians of the planet.

The following key elements, described below, comprise Gian Charter Academy’s approach to instruction, which also reflect our school’s core goals that will fulfill our mission to provide an inspiring and challenging learning environment for all students and to promote a culture of strong social and family values to every student:

1. High academic achievement through the IBPYP
2. Standards-based instruction through Backwards Design
3. Character Development through Character Counts
4. Community Participation guided by Youth Service California

Gian Charter Academy has adopted the internationally recognized International Baccalaureate Primary Years Program (IBPYP) as our school model due to its close alignment with our mission and vision, and because it focuses on meeting the needs of our target students and their community. The IBPYP program focuses on the development of the whole child. It is a trans-disciplinary curriculum, which draws individual disciplines together into a coherent whole, while preserving the essence of each subject, striving to develop a global perspective. The IBPYP curriculum is organized around six themes or units of inquiry: Who are we; Where are we in place and time; How do we express ourselves; How does the world work; How do we organize ourselves; and How do we share the planet. Through these themes, which will be adopted and aligned in correlation with the Common Core State Standards and overseen by the IBPYP coordinator and /or the Principal, students develop a deep understanding of important concepts; they conduct research into knowledge, which has local and global significance; they acquire and practice a range of essential skills; they are encouraged to develop positive attitudes toward learning, the environment and other people; and, they have the opportunity for involvement in responsible action and social service.

**Instructional Methodology 1: High Academic Achievement & IBPYP**

The overarching umbrella that shapes our educational program into a cohesive, viable model is the International Baccalaureate Primary Years Program (IBPYP). The International Baccalaureate Organization (IBO) states it clearly with the following summary:
“The International Baccalaureate Primary Years Program (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.”

Its premise is based on thematic, inquiry-based units of instruction focused on structured questioning methods that promote higher-level questioning and global mindedness.

The curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude and action. The knowledge component is developed through inquiries into six trans-disciplinary themes of global significance, supported and balanced by six subject areas as outlined in the following visual representation.

Becoming authorized as an International Baccalaureate Primary Years Program (IBPYP) school is an extensive and rigorous process, which takes
several years of training to prepare teachers to organize and implement their own thematic units based on the “Backwards Design” model. From its inception, Gian Charter Academy will begin to develop and implement inquiry-based units in all grades with the goal of becoming fully IB authorized by approximately 2016 (see the Implementation Plan and Timeline at the end of Element 1 for more detail).

Inquiry: Learning to Ask Conceptual Questions
At the heart of the program’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. Inquiry is the leading pedagogical approach of the PYP and “is the process initiated by the learner in which the teacher moves the learner from his or her current level of understanding to a new and deeper level of understanding. The PYP recognizes many different forms of inquiry, based on children's genuine curiosity and on their wanting and needing to know more about the world. It is most successful when children's questions are honest and have real significance in moving them in a substantial way to new levels of knowledge and understanding. The PYP states that the most penetrating questions are ones most likely to “move the child's understanding further” (IBO, A Basis for Practice – The Primary Years). Gian Charter Academy will explicitly teach children to frame and express open-ended questions that provide the momentum to drive exploration and inquiry.

Interdisciplinary Thematic Units of Inquiry
There are six Interdisciplinary themes considered essential in the context of a program of international education. The six Interdisciplinary themes of global significance provide the framework for exploration and study:

1. Who we are
2. Where we are in place and time
3. How we express ourselves
4. How the world works
5. How we organize ourselves
6. Sharing the planet.

These themes:
- Have global significance for all students in all cultures
- Offer students the opportunity to explore the commonalities of human experience
- Are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to an Interdisciplinary model of teaching and learning
- Will be revisited throughout the students’ years of schooling, so that
the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- Contribute to the common ground that unifies the curriculum in all PYP schools

Teachers are guided by these six Interdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries. It is critical to understand that each school must develop its own Program of Inquiry based on the needs of their student population, passions and knowledge of the teaching team, and the requirements of the Common Core State Standards.

Each of these themes will be built into interdisciplinary standards-based units, using a backwards-design planning process (see description below under “Standards-Based Instruction) that begins with the Common Core State Standards, and then integrates the themes. Sample thematic units can be found for each content area in Appendix L. Collectively, these units form an Interdisciplinary, coherent, school-wide component of the PYP program of inquiry. The following Program of Inquiry is a sample that was developed by Albert Einstein Academy Charter School, a high-achieving charter IB school serving a similar population to our target population.

Program of Inquiry: Sample
<table>
<thead>
<tr>
<th>K</th>
<th>Every day I can learn about who I am and my responsibilities as a human.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning about similarities amongst diverse communities and cultures promotes peace.</td>
</tr>
<tr>
<td>2</td>
<td>Heroes make a difference in our lives.</td>
</tr>
<tr>
<td>3</td>
<td>Decisions based on an understanding of healthy habits build our bodies for today and tomorrow.</td>
</tr>
<tr>
<td>4</td>
<td>We learn about ourselves and the world around us through the written word.</td>
</tr>
<tr>
<td>5</td>
<td>The human body consists of interrelated systems that allow us to survive and function in the environment.</td>
</tr>
</tbody>
</table>

| Who We Are | An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human. |
| Where We Are in Time and Place | An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations. |
| How We Express Ourselves | An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts. |
| How We Organize Ourselves | An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact on us and the world around us. |
| How The World Works | An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology. |
| Sharing The Planet | An exploration of our rights and responsibilities as we strive to share finite resources with other people and living things; of communities and the relationships within and between them. |

Living, learning, and playing have changed for children over time. Non-verbal communication allows us to send messages to each other without saying a word. We use different systems at home, school, and in our communities to help keep us organized. Caring for plants helps other living things. Animals depend upon the Earth’s land, water, and air.

Places in the community serve a purpose. Throughout time people have told and written stories. People around the world exchange money and valuables for goods and services. Animals have needs and physical characteristics that are specific to their environment. Water is essential to life.

Cultures around the world express themselves through art and music. Producers and consumers depend upon each other. Simple physics keeps our world in motion. Living things change over time.

Present day societies have common features to those of indigenous cultures. We learn about characters through dialogue and action. Societies have developed different methods to help people connect to their communities and countries. Objects in the sky move in regular and predictable patterns. Human choices and actions affect the environment.

All places on Earth have special features that distinguish them from other places. Everyone is talented and this creativity can be expressed in a variety of ways. In an attempt to meet human needs, societies have determined human rights and responsibilities. The Earth’s structure is altered by many factors. Living organisms depend on one another and their environment for survival.

Differences in religion, political beliefs, and social values can cause conflict. Historically, individuals and groups have used song and the arts to express their beliefs, concerns and values. Mathematics is a universal language that is organized using symbols and operations. Changes in temperature and wind affect weather patterns around the world. Inventions have made cultures throughout the world more accessible.
**International Baccalaureate and the Target Population**

An excellent example of the impact of the IBPYP on the academic success of a historically under-performing population is Dooley Elementary School in the Long Beach Unified School District, which is an authorized IBPYP school. The ethnic composition of this school consists of 67.9% Hispanic students, 17.9% African-American, 1.6% White, and 4.3% Asian and 84.4% of the students receive Free or Reduced Lunches. At Dooley, the 2011-12 school-wide API was 806 and the school’s API has been rising for all subgroups since the introduction of the IBPYP. As evidenced by the API subgroup scores, this model has been proven to be successful for Hispanic students scoring 810 API and for economically disadvantaged students scoring an 802 API and for English Learners scoring an 808 API. The school has a statewide ranking of 5 and a similar schools ranking of 7. Gian Charter Academy expects that the implementation of the Primary Years Program will have a similarly positive impact on our diverse target population.

<table>
<thead>
<tr>
<th>IB SCHOOLS</th>
<th># of Students</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Free &amp; Reduced Lunch</th>
<th>% White</th>
<th>% Asian</th>
<th>% Black</th>
<th>% Hispanic</th>
<th>% ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dooley ES, LBUSD</td>
<td>1161</td>
<td>806</td>
<td>5</td>
<td>7</td>
<td>84.8</td>
<td>1.6</td>
<td>4.3</td>
<td>17.9</td>
<td>67.9</td>
<td>50.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
<td>44</td>
<td>50</td>
<td>68</td>
<td>41</td>
<td>44</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
<td>66</td>
<td>50</td>
<td>86</td>
<td>56</td>
<td>69</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>API</td>
<td>802</td>
<td>673</td>
<td>871</td>
<td>793</td>
<td>810</td>
<td>808</td>
</tr>
<tr>
<td>C.J. Morris ES, WVUSD</td>
<td>453</td>
<td>889</td>
<td>9</td>
<td>3</td>
<td>22</td>
<td>7</td>
<td>37</td>
<td>4</td>
<td>41</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA</td>
<td>67</td>
<td>79</td>
<td>85</td>
<td>73</td>
<td>67</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Math</td>
<td>71</td>
<td>79</td>
<td>90</td>
<td>67</td>
<td>72</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>API</td>
<td>860</td>
<td>910</td>
<td>936</td>
<td>716</td>
<td>858</td>
<td>872</td>
</tr>
</tbody>
</table>

**Timetable for the application process**

The IBO must officially authorize any school wishing to offer the Primary Years Program to its students. Authorization is granted to schools that successfully complete the application process, by which schools present detailed plans and evidence that they are prepared and equipped to offer the IBPYP. This application process has three phases, the duration of which may vary slightly from region to region and from team to team. If successful, the application process results in the authorization of the school as an “IB World School.” Our plan for implementation of the IBPYP is as follows:
Instructional Methodology 2: Standards-Based Instruction

Aligned with the six Interdisciplinary themes outlined above, every grade level teaches to these six subject areas:

1. language
2. social studies  
3. mathematics  
4. arts  
5. science and technology  
6. personal, social and physical education

Gian Charter Academy acknowledges the importance of the traditional disciplines of particular subject domains: language; mathematics; social studies; arts; science and technology; and physical education. The knowledge and skills that constitute the essence of each of these subject domains becomes the framework, or scope and sequence which set out the overall expectations for each subject within each grade level each year.

Gian Charter Academy’s scope and sequence will be designed around the school’s Program of Inquiry under the framework of the International Baccalaureate program and will be aligned with California Common Core State Standards. In all content areas, the pacing plan will be developed based on a systematic prioritization and clustering of the California Common Core State Standards (CCSS). Training in the coordination and implementation of the CCSS will be ongoing and will commence prior to the start of the academic school year. As the IBPYP continues in development, the CCSS will serve as a foundation for the development of each component of the IBPYP. In all content areas, the pacing plan will be developed based on a systematic prioritization and clustering of the CCSS. As teachers develop their Program of Inquiry within and across grade-levels, special concern will be given to plan and introduce concepts at the most appropriate grade level. It is the goal of Gian Charter Academy to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of inquiry, teachers will look at their own grade level standards, in addition to the standards of the grades above and below them. (See the section on professional development for a description of how teachers will be trained and supported to do this work.)

Specifically, faculty will be trained to: (1) design standards-based instruction (using the principles of Backwards Design), (2) align appropriate assessments to the standards, (3) implement instructional activities that are aligned to standards and reflect research-based best practices including strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock, and 4) analyze student achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley, which indicates that these design strategies have proven to be successful in closing the achievement gap between higher and lower socio-economically disadvantaged students as well as our target population. The following provides a detailed description of the standards-
based instructional design process to be implemented at Gian Charter Academy.

Backward Design is an instructional design method with a strong research base currently being employed in efforts to reform educational curricular development across the nation, originally published in “Understanding by Design,” by Grant Wiggins and Jay McTighe. This method of instructional planning is one in which teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. There are four distinct stages to the backwards design process that Gian Charter Academy will use. The four stages are as follows:

Stage 1: Unpacking and Prioritizing Common Core State Standards
Teachers and Executive Directors will apply specific tools necessary to “unpack” and prioritize Common Core State Standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

• Understand the three steps of the Backward Design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
• Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
  o Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
  o Percentage of questions from the STAR exam (CST, CELDT, CMA, CAPA and eventually the Smart Balanced Assessment) that relate to each strand of the standards (this will be tied to creating assessments)
  o Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Stage 2: Aligning Assessments (formative and summative) to Common Core State Standards
Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:
Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative).

Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment).

Match an appropriate assessment method to each standard.

Establish and articulate clear criteria for reaching proficient performance on standards.

Stage 3: Differentiating Instruction to Meet the Needs of All Learners
Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs).
- Writing effective standards-based lesson plans.
- Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles.
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson).

All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:

- Collaborative investigations and demonstrations.
- Mini-lessons that address specific skills within the context of larger projects.
- Giving guidance and adequate time to self-reflect and self-assess.
- Authentic assessments.
- Direct instruction.
- Research-based projects.
- Cooperative group work and projects.
- Inter-disciplinary approaches to curriculum.
- The presentation of clearly defined "Learning Targets" for all students by all teachers.
rubric self-assessment
the involvement of community members and educational partners in instructional presentation
mentoring program
peer study groups

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness
Teachers will analyze achievement outcomes by:

- Using professional learning communities to collaborate on lesson planning and delivery
- Examining student work
- Analyzing achievement data from in-house and state-mandated tests

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels at Gian Charter Academy. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The backward design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Instructional Methodology 3: Character Development
Gian Charter Academy will promote a culture of academic responsibility, which is a vital component of the PYP philosophy. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet and help to create a better and more peaceful world. This culture will emerge at the earliest ages as children begin to understand and act upon the following attributes of the Learner Profile.

**IB learners strive to be: Reflective, Inquirers, Communicators, Caring, Risk-takers, Thinkers, Balanced, Open-minded, Knowledgeable, and Principled. The vitality and energy of this educational model erupts from within the children as they identify within themselves these expectations of a “Learner.”**
The character development program at Gian Charter Academy will focus on the six core ethical values that form the foundation of the Character Counts! Program of the Omarpson Institute [http://charactercounts.org]:

**Trustworthiness**
Be honest • Don’t deceive, cheat or steal • Be reliable — do what you say you’ll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

**Respect**
Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don’t threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

**Responsibility**
Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

**Fairness**
Play by the rules • Take turns and share • Be open-minded; listen to others • Don’t take advantage of others • Don’t blame others carelessly

**Caring**
Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

**Citizenship**
Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

Each pillar will be the focus of a particular time of the year (1-2 months) and will be integrated into the curriculum and addressed through school-wide assemblies, programs, and incentives for students who demonstrate those traits. Gian Charter Academy will also consider pursuing a partnership with the Omarpson Institute for teacher training and curriculum resources on character education.

**Instructional Methodology 4: Community Participation**
The IB cycle of action moves children from academic understanding to application and action within their world community. This cycle begins with comprehensive and empathetic learning as the students reflect upon their personal responsibility to what they now understand. This reflection leads to student-identified action, reaching out into their community through service. The interface of these five essential elements: concepts, knowledge, skills, attitudes, and action in combination give students the opportunity to:
1. gain knowledge that is relevant and of global significance
2. develop an understanding of concepts, which allows them to make connections throughout their learning
3. acquire Interdisciplinary and disciplinary skills
4. develop attitudes that will lead to international-mindedness
5. take action as a consequence of their learning

Community participation will occur within the curriculum and will be tied to content standards. All teachers will learn to integrate effective service learning into their interdisciplinary units so that by the third year of operation, every student is engaged in at least one curriculum-embedded community project per semester (see implementation timeline for details). The curriculum-based community study and participation will mirror social studies standards, and eventually be aligned with the CCSS, at each grade level, as follows:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Social Studies Focus (standards)</th>
<th>Sample Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Students understand that being a good citizen involves acting in certain ways.</td>
<td>Students create art to post throughout the school that teaches others how to be responsible, generous, and kind.</td>
</tr>
<tr>
<td>1</td>
<td>Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the &quot;Golden Rule.&quot;</td>
<td>Students lead a school-wide Olympics/fundraiser in which they teach sportsmanship and fair play. Proceeds go to the school’s PE program, or to a non-profit that focuses on health and fitness.</td>
</tr>
<tr>
<td>2</td>
<td>Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Mahatma Gandhi, Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</td>
<td>Students create their own hero story by doing something good for other people in their communities, and writing about it.</td>
</tr>
<tr>
<td>3</td>
<td>Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</td>
<td>Students create a council that helps enforce school rules and mediate conflicts.</td>
</tr>
<tr>
<td>4</td>
<td>Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</td>
<td>Students either raise funds or go on a field trip to help preserve a natural feature in California (e.g. beach clean-up, park reforestation, etc.)</td>
</tr>
<tr>
<td>5</td>
<td>Students describe the cooperation and conflict that existed among the American</td>
<td>Students compare their study of territorial warfare to gang disputes</td>
</tr>
</tbody>
</table>
Indians and between the American Indian nations and the new settlers.
and create gang prevention posters or PSAs.

Service projects will reflect the best practices in service learning identified by Youth Service California and the *Seven Elements of High Quality Service Learning* implemented across the state:

**Integrated Learning**
- The service-learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.
- The service informs the academic learning content, and the academic learning
- Content informs the service.
- Life skills learned outside the classroom are integrated back into classroom learning.

**High Quality Service**
- The service responds to an actual community need that is recognized by the community.
- The service is age-appropriate and well organized.
- The service is designed to achieve significant benefits for students and community.

**Collaboration**
- The service-learning project is a collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school Executive Directors, teachers, and recipients of service.
- All partners benefit from the project and contribute to its planning.

**Student Voice**
- Students participate actively in: choosing and planning the service project; planning and implementing the reflection sessions, evaluation, and celebration; taking on roles and tasks that are appropriate to their age.

**Civic Responsibility**
- The service-learning project promotes students’ responsibility to care for others and to contribute to the community.
- By participating in the service-learning project, students understand how they can impact their community.

**Reflection**
- Reflection establishes connections between students’ service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service-learning project.

**Evaluation**
- All the partners, especially students, are involved in evaluating the service-learning project.
- The evaluation seeks to measure progress towards the learning and service goals of the project.

**Scope and Sequence and Curriculum**
The next section provides a brief description of each core content area, and a scope and sequence of detailed learning objectives for each area are found in Appendix K. Furthermore, sample standards based units in each content area can be found in Appendix J. As stated earlier, teachers utilize an interdisciplinary approach, in a standards-based system, soon the CCSS, supported by the instructional strategies described above. Each grade level has a developed pacing plan that encourages a vertically planned curriculum.
with consistent goals for K-5 (refer to Appendix J). Teachers meet on a regular basis to evaluate the effectiveness of the curriculum. Gian Charter Academy reserves the right to modify the instruction program where necessary to serve the needs of the school community.

**Reading**
A primary goal of the program at Gian Charter Academy is to encourage students to value reading as a source of information and as a stimulating pastime. Students’ love of reading will encourage their growth as readers and writers. The National Reading Panel, in a comprehensive study, found five general areas of reading instruction, which were crucial for developing excellent readers: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Using a balance of whole group instruction, guided instruction in small groups, and independent practice, teachers will develop these skills in students in a developmentally appropriate manner, supporting the individual needs of every student.

There is a strong emphasis on phonics and phonemic awareness in the primary grades where students are “learning to read”. Examples of instructional strategies that promote phonics and phonemic awareness include daily chants/songs using sound-spelling cards, word sorts, Making Words through manipulation of word cards, and oral blending and segmentation. In accordance with these methodologies, the faculty at Gian Charter Academy will use the *Imagine it!* series by SRA to develop a strong phonemic foundation, conductive to learning to read, especially for ELL students. In the upper grades, instructional focus shifts from “learning to read” to “reading to learn”, with an increased emphasis on comprehension strategies. Students create meaning from what they read using the following comprehension strategies; predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing. The *Imagine it!* series scaffolds these strategies with each year and each grade level. The Language Arts program will be supplemented with grade-level appropriate literature, which ties into the thematic units designed by the IBPYP. In addition, the themes from *Imagine it!* units will be integrated into the thematic units used within the IB program. Many of the *Imagine it!* unit themes will be the basis for unit investigations in which the students will continue to enhance their interest in reading throughout the grade levels. Students will learn to incorporate reading into their daily lives, as required by their studies, to enhance their knowledge and for recreation. Through many of their investigations, and through the implementation of the reading strategies, the students will become reflective and inquisitive readers.

**Writing**
Writing instruction at Gian Charter Academy helps students figure out reading “from the inside out”. As children write, they use their letter-sound
knowledge, develop knowledge they have read about, and practice the art of writing that they have analyzed in models that they have read. Children who write become more fluent in reading. Students in every grade level will have the opportunity to write in one or more of the four genres: narrative, expository, persuasive, and response to literature. The core of writing instruction is built on the steps of the writing process, i.e. brainstorming, drafting, revising, editing and publishing. Beginning in Kindergarten, teachers in every grade level guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes.

The writing program is based on the Imagine it! instructional program of spelling, grammar, and writing with a focus on inquiry-based themes. A supplemental text, the Step up to Writing Process is recursive; it is not a step-by-step process. The study of spelling, grammar, and sentence structure is reinforced daily and through weekly writing projects. We will adapt writing rubrics from these programs and use them to provide students with consistent and specific feedback on their writing with the ultimate goal to develop the mastery of the skills taught.

**Math**
The goal of mathematics instruction is to produce students who are fluent with the basic skills of number sense, have built mathematical reasoning skills, and developed a strong math vocabulary. Within the context of the CCSS, students are constantly challenged to reason and communicate mathematically, in addition to demonstrating proficiency in all required math standards. Specifically, teachers will focus on developing students’ number sense and algebraic reasoning abilities. This approach is supported by the recently released, “Final Report of the National Mathematics Advisory Panel” (USDE, 2008, p. 17). Even young students can begin to understand numbers conceptually, and can recognize relationships among mathematical concepts (Building a Foundation for Learning in the Elementary Grades, NCISLA VOL. 1, NO. 2, Fall 2000). According to research conducted at the University of Texas, Austin, “number sense not only leads to automatic use of math information, but also is a key ingredient in the ability to solve basic arithmetic computations.” (Gersten, 1999) As a result, they are more prepared for the rigors of higher math. Important elements of number sense among young children include linking symbols to quantities, understanding part-to-whole relationships, and being able to make calculations with the same fluency that we stress in reading, so that they can devote more of their thinking to visualizing and tackling difficult word problems. The math program, which is spiraling, includes hands-on activities, classroom discussion about mathematical reasoning, and sufficient calculation practice to create a strong foundation for arithmetic operations. Students learn more
profundely the knowledge to conceptually understand arithmetic through differentiated instruction. Students will be involved with creative practices to internalize numbers and concepts through hands-on activities with manipulatives, and whole body learning, which meets the learning needs of all students.

**Science**
Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the biological and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying. Our desired outcomes from science are an understanding of the process of scientific inquiry, curiosity about the world around them, skills to comprehend informational text, and increased self-esteem from producing a tangible work-product as a result of their understanding. The Science program is based on the FOSS series of science kits. These kits are compiled for each grade level to develop student investigation and experimentation. This is a hands-on approach to science. Each FOSS kit is used to incorporate IB themes, which are integrated throughout the curriculum.

Through the thematic teaching approach, teachers will incorporate the interdisciplinary units of inquiry within their science instruction. On a regular basis, students will make observations, and connections to the concepts learned through the FOSS science kits. For example, a first grader studying the butterfly life cycle will write in his/her science journal, illustrating and logging in the changes observed by the live cocoons that were delivered by the FOSS science center. This same student will also observe and log the growth of a kidney bean. The teacher will provide the framework for exploration and ask them to reflect on “How the world works”. This theme will be carried throughout the grade levels and thus further explored. A fifth grader would answer questions about “how the world works” when analyzing the life cycle of a mammal or a fern. Thus, the cores of science concepts are integrated thematically through all academic strands.

**Social Studies**
Teachers will build upon students’ curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students including English Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to
the curriculum. Content standards are encountered as integrated features of the humanities, geography, science, mathematics, language arts, and the visual and performing arts. Assorted activities found within absorbing units of study will accentuate the arts and use of technology while learning about themselves in the world. Teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. Teachers will also facilitate the exploration of values critical to understanding the democratic process.

Through the use of Scott Foresman’s Social Studies Series, key content outcomes for Social Studies include knowledge and cultural understanding, democratic principles and civic values, and academic and social skills necessary for effective participation in diverse societies, such as the Punjabi community in California. Students will use the interdisciplinary themes from the IB program such as “Where we are in place and time” to further make connections about new concepts learned. For instance, through this unit they will explore personal histories and geography from local and global perspectives. A second grader must learn about the role that key figures have made in our lives such as Martin Luther King, Mahatma Gandhi, Abraham Lincoln, Harriet Tubman, etc. A fifth grader must learn about the United States democratic system and key figures that are or have currently run in elections. The students can make connections throughout the grades through the use of these unit themes. Key skills we hope students to learn include the integration of multiple skills to solve a project-based problem, the ability to use informational text, mastery of academic vocabulary, and increased reading and writing skills.

**Visual and Performing Arts**
The goal of the visual and performing arts program at Gian Charter Academy is to expose students to different art forms and encourage students to appreciate art as a form of communication. The strands or visual and performing arts are as follows: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships and applications.

The arts program is aligned with Common Core State Standards and integrated throughout the curriculum. Gian Charter Academy is committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression. By engaging in visual and performing arts, students enhance their knowledge of core academic subjects, apply critical thinking skills, and acquire artistic skill and style.

**Physical Education and Health**
The goal of the physical and health education curriculum is to promote healthy lifestyles among students and their families through the
development of positive physical and mental habits. The physical education and health curriculum covers the following strands: movement skills and knowledge, self-image and personal development, and social development.

The CCSS will be met through dance and other physical activities. The physical education program emphasizes individual motor skills, fitness and good sportsmanship. Students in grade 5 participate in the California Physical Fitness Test, the California Fitnessgram. Standards-based, age-appropriate health education lessons are incorporated into the academic curriculum.

**Textbooks and other Instructional Resources**
Gian Charter Academy is exploring the use of the following curricular materials for the core content areas. These materials have been selected based on an analysis of their alignment with the CCSS, the available assessment and universal access resources that accompany each program, and their fit with the school’s instructional philosophy of a multi-cultural, inquiry-based approach.

All final decisions about curriculum will be made by a collaborative curriculum committee that will engage in a rigorous and timely curriculum review process.

**English Language Arts**
- SRA McGraw Hill: Imagine it! (K-5 core)
- Scholastic Leveled books for Guided Reading (K-5)
- Hampton-Brown: Into English! (K-3 ELD intervention)
- Pearson Longman: Shining Star (4-5 ELD Intervention)
- Writing Source: Write on Track

**Mathematics**
- Harcourt Brace: California HSP Math (K-5)
- Kaplan Learning: Momentum Math (4-5 Intervention)
- Teacher Created Material: Math Intervention

**Science**
- Harcourt Brace: California HSP Science (K-5)
- FOSS Science

**Social Studies**
- Scott Foresman: IT Series (K-5)
## School Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>X</th>
<th>md</th>
<th>SD</th>
<th>Instruct! Days</th>
<th>Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>7</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Sep</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>30</td>
<td>16</td>
<td>4</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Oct</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>17</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Nov</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>31</td>
<td>13</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Dec</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>30</td>
<td>31</td>
<td>15</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Jan</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>14</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Feb</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>18</td>
<td>2</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Mar</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>13</td>
<td>4</td>
<td>0</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Apr</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>17</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>May</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>Jun</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>30</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

### Holidays
- **Labor Day**: Sept 2
- **Veteran’s Day**: Nov 11
- **Thanksgiving**: Nov 27-29
- **Winter Break**: Dec 23-Jan 6

### Parent Events
- **Back to School Night**: Sept 12
- **Fall Conference**: Dec 6
- **Spring Conference**: March 17-20
- **1st Day of School**: Aug 21
- **Second Semester ends**: Mar 7
- **Last Day of Instruction**: Jun 11
- **Third Trimester ends**: Jun 13

### Bell Schedule and required instructional minutes
The daily schedules for all grade levels are listed below. The number of instructional minutes offered for all grades will meet or exceed the State’s requirements in Education Code Section 47612.5 (a)(1).

<table>
<thead>
<tr>
<th><strong>Bell Schedule</strong></th>
<th><strong>Minutes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Day</td>
<td>148 Days</td>
</tr>
<tr>
<td>End of Trimester</td>
<td>34 Days</td>
</tr>
<tr>
<td>Staff Development</td>
<td>10 Days</td>
</tr>
<tr>
<td>Regular Day</td>
<td>182 Days</td>
</tr>
<tr>
<td>Conference Days</td>
<td>192 Days</td>
</tr>
</tbody>
</table>

---

- **38**
<table>
<thead>
<tr>
<th>Grade</th>
<th>Literacy</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Total Daily Minutes</th>
<th>Total Annual minutes (based on 180 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>100</td>
<td>65</td>
<td>60</td>
<td>30</td>
<td>255</td>
<td>45,900</td>
</tr>
<tr>
<td>1</td>
<td>120</td>
<td>75</td>
<td>60</td>
<td>45</td>
<td>300</td>
<td>54,000</td>
</tr>
<tr>
<td>2</td>
<td>120</td>
<td>75</td>
<td>60</td>
<td>45</td>
<td>300</td>
<td>54,000</td>
</tr>
<tr>
<td>3</td>
<td>120</td>
<td>75</td>
<td>60</td>
<td>45</td>
<td>300</td>
<td>54,000</td>
</tr>
<tr>
<td>4</td>
<td>120</td>
<td>75</td>
<td>60</td>
<td>65</td>
<td>320</td>
<td>57,600</td>
</tr>
<tr>
<td>5</td>
<td>120</td>
<td>75</td>
<td>60</td>
<td>65</td>
<td>320</td>
<td>57,600</td>
</tr>
</tbody>
</table>

**Bell Schedule Approach**

The bell schedule described below reflects a thoughtful design intended to maximize the academic success of all students. Specifically, the plan is to have the core content areas taught at approximately the same time in all grade levels. This structure will allow for maximum flexibility in regrouping, peer tutoring, and other strategies to meet the needs of students at different levels of proficiency. Furthermore, in most grades (other than K) students receive two full hours of ELA, and 75 minutes of math instruction. This time allotment will allow teachers to differentiate, utilize small groups and centers, and engage students in deep, meaningful explorations of content. The ELA and Math blocks are scheduled early in the day to provide students with the most essential content during a time of day when they are most alert and productive. The Kindergarten model is equally academically rigorous, but broken up with appropriate exploration and playtime in order to ensure that the program is developmentally appropriate for students at that age. Additionally, all students receive science and social studies instruction on a regular basis, both of which are integral to the IB instructional philosophy of developing an internationally minded, well-rounded child.

A different bell schedule is provided for Wednesdays, which will be an early-release day used for teacher professional development and collaboration. Science and social studies will either alternate or be integrated into other parts of the curriculum on that day. As the school moves towards the IB model of fully integrated units, science and social studies will be integrated into math and ELA, and these time distinctions will become less significant. The sample “Day in the Life” of an Gian Charter Academy student, below, illustrates how students will experience the daily schedule, and allows for inquiry-based, integrated teaching with robust intervention.
Art, Physical Education, and Second Language
Teachers will integrate art instruction into their core content units at first. Eventually, as the school adopts the IB program, separate art classes may be made available to students. A Physical Education and a Punjabi Language Teacher will rotate through each grade level, providing valuable planning and collaboration time for teacher while their students are in PE or in Second Language class. All students will receive PE or Punjabi as a second language a minimum of two times per week, mainly during science or social studies time. The goal of the school is to maintain uninterrupted periods of ELA of Math.

K-5 Bell Schedule Monday, Tuesday, Thursday, Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:05</td>
<td>First Bell-Line Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:10-9:50</td>
<td>ELA/ Writing</td>
<td>ELA</td>
<td>ELA</td>
<td>ELA/ Writing</td>
<td>ELA/ Writing</td>
<td>ELA/ Writing</td>
</tr>
<tr>
<td>9:50-10:10</td>
<td>Nutrition/ AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>ELA/ Writing</td>
<td>ELA/ Writing</td>
<td>ELA/ Writing</td>
</tr>
<tr>
<td>10:10-10:30</td>
<td>Math Centers</td>
<td>Writing</td>
<td>Writing</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Science Centers</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
</tr>
<tr>
<td>12:45-1:15</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
</tr>
<tr>
<td>1:30-2:15</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
</tr>
<tr>
<td>2:15-2:35</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
</tr>
<tr>
<td>2:35-2:45</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
</tr>
<tr>
<td>2:45</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
</tr>
<tr>
<td>3:00-4:30</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
<td>AM Recess</td>
</tr>
</tbody>
</table>

K-5 Bell Schedule Wednesday (Early Release Day)

<table>
<thead>
<tr>
<th>Time</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:05</td>
<td>First Bell-Line Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:10-9:50</td>
<td>ELA/ Writing</td>
<td>ELA</td>
<td>ELA</td>
<td>ELA/ Writing</td>
<td>ELA/ Writing</td>
<td>ELA/ Writing</td>
</tr>
</tbody>
</table>
Intervention and Extended Day Instruction: Three-Tier Response to Intervention Approach

To begin the cycle, we look at interim assessment data for students achieving far below their peers or not making enough progress in the classroom to catch up to their peers. Upon referral from the student’s teacher for either educational or behavioral challenges, a Student Study Team (SST), consisting of the Principal, a peer teacher, the student’s teacher and Resource Specialist, will write an Individualized Learning Plan for these students that details classroom modifications, as well as in school and after school intervention programs. These students will be placed in a Tier 3 grouping for further intensive interventions as decided by the SST, which will include computer lab on-line intervention program such as Study Island. The bell schedule purposefully has all students in ELA and Math at about the same time, to maximize the opportunities for regrouping students and providing targeted services and curriculum as needed. Students performing below grade level are reassessed in eight weeks to see if meaningful progress has been made. If so, interventions can be either stopped or modified as needed. If not, the Student Study Team will revisit and possibly revise the Individualized Learning Plan, and a second round of interventions begins. If the second round of interventions fail to help catch up the student, they may enter into the Special Education assessment process. For illustration on the 3-tier RTI process please refer to illustration below.
The process of looking at interim assessment data and formulating a proper ILP takes practice and will be the focus of both in formal professional development and ongoing collaborative discussions. Our teachers will spend a significant amount of time analyzing overall class performance to identify key instructional areas of focus for the whole class and for individual or small groups of students. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students’ problems and development of effective scaffolding for these students while building the Individualized Learning Plans.

G. Addressing the Needs of all Students

**Socioeconomically Disadvantaged Students**

As previously stated, Gian Charter Academy is designed to serve all students, including those who would be at risk of achieving below basic proficiency on state exams. Based on the surrounding elementary schools, our target population will be 42% English Learner (“EL”) and 98% Free and
Reduced Lunch (“FRL”). As discussed below, we will identify at-risk students based on the data collected through standardized tests scores, exiting records, services provided at their previous schools, interviews with their parents and those who are operating at least one year below grade level in Reading, Writing, Math and Oral Language as measured through our interim assessments. Please see the section in Student Outcomes on *Measuring Student Progress* for details on planned assessments. We believe that our students will progress from low-achieving to grade level proficiency and ultimately high-achieving during their time at Gian Charter Academy, over a three to five year period. Through ILPs, we intend to isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that Gian Charter Academy will have a majority of socioeconomically disadvantaged students, who have unique academic challenges and come from varied demographic backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aide his process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

**Student At-Risk of Low Achievement**

Gian Charter Academy will screen the following data to identify at-risk students in accordance with the California and LAUSD guidelines:

- Students scoring Basic, Below Basic, or Far Below Basic on the previous year’s adopted standardized test in any one subtest score in Reading and Language Arts
- Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language as identified by interim assessments. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used.
- Students recommended for academic intervention.

Research indicates that children from low-Socioeconomic Status households and communities develop academic skills more slowly compared to children from higher socioeconomic status groups (Morgan, Farkas, Hillemeier, & Maczuga. 2013) Gian Charter Academy anticipates that 98% or more of our
students will be eligible for free and reduced lunch and nearly 42% will be EL students. These challenges present the possibility that many of our students are considered at-risk of failing. Our core program is geared to assist students in this group to achieve success. Students will be monitored in order to receive appropriate support services. We will utilize strategies listed below to improve academic performance.

**Strategies to Improve At-Risk Performance**

1. *Early Detection.* Gian Charter Academy will use diagnostic assessments in Reading, Writing, and Math to help us identify struggling students within the first four weeks of school, and every two months thereafter.

2. *Individual Learning Plans.* Gian Charter Academy will use the ILP system to track a student’s work over time for students falling below our academic expectations. The ILP will be used with at-risk students to allow teachers to collaborate on best processes and successful past interventions with this student. The ILP will be updated with objectives for students determined to be academically at-risk focused on allowing them to make expected grade-level gains.

3. *Family Communication.* We will inform the families as soon as we become concerned about performance. Our parents sign a significant Commitment Letter (see Appendix), committing to help their student get through these times. We will share formal strategies parents can use at home to help their child.

4. *Teacher Collaboration.* Teachers will gather regularly to compare their student data, discuss students, and discuss/provide instructional strategies, interventions and enrichment.

5. *Focused Instruction.* The standard Gian Charter Academy instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. For example, in a Writer’s Workshop, there may be a group of fifth graders still working on the basics of capitalization and punctuation. Others will be focused on more advanced grammatical issues in their writing like subject/verb agreement or plurals. Still others will be working on creating better Story Maps to make it easier for them to write a new story. By focusing on at least three student groups in each lesson, teachers will have to prompt themselves to customize parts of the lesson to each group.

6. *Direct Intervention.* Despite the significant amount of individualization built into the Gian Charter Academy curriculum, some students may need more. Teacher Assistants, under the direction of the teacher and oversight by the Principal, will provide direct intervention to the
bottom quartile of our students during the after-school program each day.

7. **Ongoing Assessment.** Data is gathered both through frequent interim assessments performed in the subject areas. Teachers will have the tools they need to track all of their students and make sure they are not failing in the areas where they received intervention. The ILP will be updated to identify if intervention has been successful or if additional intervention is necessary.

8. **A Commitment to Each Student.** The Gian Charter Academy mission is to provide an inspiring and challenging learning environment for all students and to promote a culture of strong social and family values by bringing all students to grade level and above grade level as our staff will provide a structured instructional program that will help each student succeed in Math, Reading, and Writing and more.

**Gifted and High Achievers**

Ultimately, we expect that all students at Gian Charter Academy can achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on *Measuring Student Progress* for details on the means of assessment currently planned. Through the ILP process, advanced students will receive the same individualization that lower achievers receive. This individualization will be delivered in the small group work done in classrooms with teachers, and the group activities planned by teachers.

Our gifted students will benefit from the same practices, which are helpful to our struggling students. Because our internal systems measure student gains monthly, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages. Our interventions include:

1. **Early Detection.** Gian Charter Academy will use internal assessment in Reading, Writing, Math, and Oral Language to help us identify high performing students within the first four weeks of school and monthly thereafter. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used.

2. **Individual Learning Plans.** Gian Charter Academy will use the ILP system to track a student’s work over time for students achieving significantly above grade level. The ILP will be used with high-performing students to allow teachers to collaborate on best processes and successful past enrichment activities with these students. The ILP will be updated with objectives for students determined to be high-

- 45 -
achieving to allow them to continue with their current above-average gains.

3. **Family Communication.** We will inform the families as soon as we are sure of the child’s performance. Our parents sign a significant Commitment Letter (see Appendix), committing to help their student.

4. **Teacher Collaboration.** At least once a month, grade-level teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment.

5. **Focused Instruction.** The standard Gian Charter Academy instructional approach will be for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards.

6. **Ongoing Assessment.** Data is gathered through frequent assessments performed in the subject areas. Teachers will be trained in our school-wide integrated SIS system that will allow teachers to gather, input and assess student information in real-time. This will facilitate the ongoing assessment of all students.

**English Language Learners**

Gian Charter Academy will follow all applicable laws in serving its EL students. EL students at Gian Charter Academy will be served by full inclusion in the classroom with small group and individual customization in the classroom and through the after school program.

Gian Charter Academy will administer the home language survey upon a student’s initial enrollment into the school (see Appendix). All students who indicate that their home language is other than English¹ will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until reclassified as fluent English proficient.

Gian Charter Academy will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Pedagogically, we will integrate the English Language Development with Common Core State Standards. The most important aspect of these standards in our opinion is to help the teacher level their instruction appropriately for children at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language

---

¹ The thirty-day testing timeline is for students entering a public school in California for the first time or who have never been CELDT tested. Students who have already been enrolled in a California public school who have also been CELDT tested will be tested on the annual schedule.
Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced stages during lesson planning. In the Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing. Thus, much of our Literacy blocks in the early development will be focused on oral language development and comprehension activities. We anticipate selecting one or more providers for vocabulary rich leveled readers that can help us use the context of a story to build the vocabulary of our Beginning ELs.

Oral Language will be part of our monthly evaluation of students. This assessment will be particularly critical to assessing the development of our ELs in early language acquisition stages, since poor oral comprehension and communication can limit reading comprehension and writing abilities. Please see the section in Student Outcomes titled Measuring Student Performance for more information on the assessment methodology to be used Measuring Student Progress later in this document.

In Science and Social Studies, we intend to focus on hands-on and project-based curriculum in order to build our students curiosity about these subjects. We will then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level will make significant gains in their Science and Social Studies knowledge.

Structurally, Gian Charter Academy will run a full-inclusion program for our EL students. SDAIE strategies will be incorporated in all elements of curriculum delivery. EL students will not be in sheltered or bilingual instruction classes at Gian Charter Academy. From the first day of school, EL students will be immersed in English, with the Spanish language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. All Gian Charter Academy teachers will engage in professional development focused on English language development processes and strategies.

Students will receive a score identifying their English proficiency level according to the following five levels of proficiency based on the ELD State Standards:
5. **Advanced**: “Communicates effectively with various audiences on a wide range of familiar and new topics.”

4. **Early Advanced**: “Begins to combine the elements of English language in complex, cognitively demanding situations.”

3. **Intermediate**: “Begins to tailor the English language skills they have been taught to meet their immediate communication needs.”

2. **Early Intermediate**: “Starts to respond with increasing ease to more varied communication tasks.”

1. **Beginning**: “May demonstrate little or no receptive or productive English skills.”

Our goal is to help our EL students make rapid progress out of levels 1, 2 and 3 and into levels 4, 5 and eventually to re-designation. Our experience and research shows that once a child reaches the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work. In order to help our EL students master listening, speaking, reading and writing in English by second grade, Gian Charter Academy students will be immersed in English, with the Spanish language support they need to learn the language. We believe that the most effective instructional approach for a school with a moderate EL population is to embed English Language Development (ELD) principles in all aspects of the curriculum. Gian Charter Academy is currently investigating using Pearson Longman’s *Shining Star* for ELD students. This is a research-based ELD curriculum, which has proven results with ELL students. *Shining Star* helps younger students develop content-area academic vocabulary. ELD instruction will take place throughout the instructional day and will receive greater focus during Language Arts. Students involved in intensive ELD instruction will receive instruction at a time that non-EL students are participating in independent work.

The LAUSD ELD Handbook will be used as a resource guide for curriculum planning. Gian Charter Academy teachers will be trained to use the English Language Development standards of the state. Where possible our teachers will participate in any available workshops organized by Los Angeles County Office of Education or LAUSD for ELD teachers, Gian Charter Academy will follow the following steps in reclassifying English language Learner students:

1) Review the annual CELDT results for English-language proficiency. In order to be reclassified, a student must meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. If the student meets this criterion, we will move on to the next step in the reclassification
process, otherwise the student will remain as an English Language Learner.

2) The second step in the reclassification process is to review the comparison of performance in basic skills. This review focuses on the student’s results on the latest CST in English-language arts. If the student attains at least “basic” on the results of the latest CST we will move on to the next step in the decision process. If this criterion is not met, the student will remain an English Learner.

3) Review teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school which include the student’s grades in English Language Arts. If the student attains a grade of at least “c” we will move on to the next step in the reclassification process. If not, the student will remain an English Language learner.

4) Receive parental opinion and consultation. If the student has satisfied all criteria for reclassification, then we will notify parent(s) and guardians of their rights to participate in the reclassification process. Finally, the student would be reclassified to fluent English proficient (RFEP). As part of this process, parents and guardians are notified, and school records are updated. RFEP students will be placed on a maintenance program and monitored for two consecutive years through benchmark and classroom assessments in Language Arts to be certain the student’s academic achievement and progress is continuing English language instruction.

Gian Charter Academy 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), Gian Charter Academy 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)

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

Gian Charter Academy shall administer the CELDT annually. Gian Charter Academy 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.

**Charter School Special Education Responsibilities**

A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and Gian Charter Academy regarding the provisions and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.

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, Gian Charter Academy will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Gian Charter Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but 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**

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 eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Plans ("IEPs") and tracking of related services provided to students during the course of their education.

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

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

The 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.

**H. A Day in the Life**
The student we are shadowing, Omar, has a typical schedule for a Gian Charter Academy fourth grader. He arrives at school at 7:30 a.m. for breakfast. Today, two Gian Charter Academy Teaching Assistants are watching Breakfast and Recess. If Omar finishes breakfast in time, he can spend a few minutes on the playground.

At 8:05 a.m., Omar begins his day in Literacy Class. Reading lasts two hours, including 25 minutes of writer’s workshop every day. His teacher organizes her Literacy units around the IB areas of interaction, and focuses on helping Omar form and respond to thoughtful, higher order questions about the texts he is reading. Right now, they are in the midst of an integrated unit on the California missions and mission architecture (in conjunction with a geometry unit in math). Omar researches the mission in San Juan Bautista using the computers in the classroom. Another member of his group is working on writing up the research in a paper. A third is putting together a PowerPoint presentation for the class, while the fourth works on their scale model using basic geometric shapes and calculations. Omar wants to include a video he found on the web. Omar loves learning about the heritage of Mexican people in California.

After about 35 minutes of independent group work on their projects, the teacher gets the whole class together on the carpet to read a book on the missions. She has chosen a book that is a little bit difficult for Omar to understand, but he likes this book because he actually got a chance to read it the day before with one of the classroom Teaching Assistants, who helped him with some of the vocabulary he would need to understand. Children read the text to themselves out loud as the teacher walks around the room helping people who get stuck. The Teaching Assistant checks in with Omar as he reads a passage he had some trouble with the day before. She then brings the teacher over to hear him read that part independently. Omar feels really good that he could do it.

Then, everyone gets back together on the carpet and the teacher asks a lot of questions about what the story meant. The questions really make Omar think hard! In the final 45 minutes of class, the teacher breaks the class of 20 students into three groups. Two groups work on centers and one group
sits with the teacher in a small group. Omar starts at a center working on reading lots of “ou” words and a concentration game matching “ou” words. Then he moves to a writing center where he works on taking his notes from the mission study into paragraphs and correcting his spelling and grammar. Finally, Omar spends about 20 minutes with the teacher. This is his favorite time, because they read books together that are exactly at his level. There are always a few words in each book that he doesn’t understand, but he can read them almost like he is speaking and when the teacher asks questions about the book, he can answer most of them.

At 10:10 a.m., Omar goes to recess. Sometimes he goes out to play soccer with his friends or just hang out. Today he’s going to his teacher’s homework help center because he missed the homework the night before.

At 10:30 a.m., Omar goes to his hour and 15 minute Math period. Omar always loves when they do Speed Math to practice their addition and subtraction, but his favorite part is when the teacher writes a word problem on the board and everyone works in groups to try to solve it. Omar is good at Math and his group often gets the right answer. They all spent time working on the scale models of the California missions, and even got to exchange models and check the math of their peers. At the end of the math period, Omar had to answer five short problems about scaling triangles and squares, and about equivalent fractions, which he found out are helpful for making scale models. He has to turn in those problems as his “ticket to lunch”. He’s worried he got two of the problems wrong, but he knows the teacher will go over the hard ones at the beginning of math the next day.

At 11:45 p.m., Omar goes back to class for science. He gets his hands dirty (literally) exploring and playing with different building materials (bricks, adobe, wood) and making predictions about how well each material will work for building missions. He knows all about the climate and ecosystem areas surrounding the Bautista missions, and he knows the building material has to keep the inside of the mission cool. He builds boxes out of each building material, puts a thermometer in each one, and sets them out where they will get sun. He’s going to measure the temperature 4 times a day for 3 days to see which one stays cooler. His hypothesis is that the adobe will work best, but his science partner thinks the bricks will do better. He’s excited to find out the results.

At 12:45 p.m., Omar goes to lunch. It’s good to be able to run around with his friends.

At 1:30 p.m., Omar’s class begins social studies. While some students continue to work on the mission projects, Omar and 6 of his classmates get
a head start on the next day’s ELA lesson by reading the passages they will all be reading tomorrow. His Teaching Assistant has provided him with a Spanish-English glossary for some of the words in the story, and he is illustrating it, and then using the word in a sentence. Once he has shown that he is ready to read the story, he rejoins his project group and works on the power point presentation they are putting together.

At 2:35, Omar and his classmates clean up and prepare for their daily reflection. Today their teacher has asked them to write about the kind of structure they live in, and what it’s made of. They have to think about whether their building materials help them stay comfortable and make the building safe. Part of his homework will be to find out exactly how the building was built, and to identify five geometric structures in the building.

At 2:45 p.m., it’s dismissal time and time for the after school Tutoring Center. As a fourth grader, Omar gets about forty minutes of homework each day and if he works hard he can finish it at school with the Teaching Assistant that helps in his class. Omar then has tutoring for half an hour to work on his Reading or Math. When Omar came to Gian Charter Academy, he had a very hard time reading, but now after half a year at Gian Charter Academy with all of the extra attention in class and in tutoring, his teachers say he is almost done with tutoring. This makes him happy, because it would give him more time to do some of the other fun activities that happen at Gian Charter Academy in the afternoon before his parents pick him up at 4:30.

I. Recruiting Highly Qualified Teachers
Gian Charter Academy teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”).

Accordingly, a teacher of the core academic subjects (ELA, Math, Science, Social Studies) must have:

(1) A bachelor’s degree;

(2) A State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential;

(3) Demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through CCTC’s approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”).
Gian Charter Academy shall comply with Education Code Section 47605(l), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Teachers will be 100% CLAD certified or in the process of obtaining CLAD certification. See section D in Element 5 for more information on recruitment and retention strategies.

J. Professional Development
Gian Charter Academy will provide extensive professional development opportunities to our teachers and staff. Professional development will be based on collaboration and teacher leadership tailored to the needs of teachers and their students. Driven by school data, the Leadership Team will create a professional development based on responses to staff evaluations, teacher input based on students’ academic needs, feedback from grade level teams, and school initiatives such as standards-based instruction, IB, character education, and community participation.

Key elements of professional development at Gian Charter Academy include identifying instructional needs through data analysis, differentiated professional development for teachers at different levels of experience, and providing time and resources for teachers to share and reflect on best practices. Structured time for professional development and collaboration is built into the calendar through a weekly early release day (see the bell schedule for more information). Weekly meeting times will rotate between staff meetings, full staff professional development, and cluster meetings for grade level teams to look at student work together and modify instructional plans accordingly. In order to build in-house expertise on a variety of topics, money is allocated in the budget for teachers to attend outside workshops and institutes. Teachers are expected to bring knowledge and skills back and share with their colleagues.
2013-14 Professional Development Days:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 14, 2013</td>
<td>Orientation and team building</td>
</tr>
<tr>
<td></td>
<td>Faculty handbook</td>
</tr>
<tr>
<td></td>
<td>Grading policies</td>
</tr>
<tr>
<td></td>
<td>Teacher evaluation</td>
</tr>
<tr>
<td></td>
<td>ELL students</td>
</tr>
<tr>
<td></td>
<td>Special Education students</td>
</tr>
<tr>
<td>August 15</td>
<td>Backward Design Day 1 (Standards)</td>
</tr>
<tr>
<td>August 16</td>
<td>Backward Design Day 2 (Assessment)</td>
</tr>
<tr>
<td>August 17</td>
<td>Backward Design Day 3 (Articulating expectations)</td>
</tr>
<tr>
<td>August 18</td>
<td>Character Education</td>
</tr>
<tr>
<td>August 19</td>
<td>Community Participation</td>
</tr>
<tr>
<td>August 20</td>
<td>Backward Design Day 4 (creating the learning environment/ classroom set-up)</td>
</tr>
<tr>
<td>November 1, 2014</td>
<td>IB Training</td>
</tr>
<tr>
<td>March 10, 2014</td>
<td>IB Training</td>
</tr>
</tbody>
</table>

Wednesdays – Proposed Monthly Professional Development Rotation:

- 1st Wednesday (whole staff): Focus on school/classroom student achievement data/examining student work, grading and reporting
- 2nd Wednesday (grade level teams): Collaborative planning on standards-based curriculum.
- 3rd Wednesday (individual): Goal setting, professional development conferencing (with Principal), planning time
- 4th Wednesday (varies): Focus on individual students (learning plans, SSTs, etc.)

**IB Implementation Professional Development**

As described earlier, all teachers receive ongoing training from the International Baccalaureate Organization as well as on-site expert driven training on how to implement the school instructional approaches such as backwards design and IB assessment and curriculum design. Below is our IB implementation professional development timeline:

<table>
<thead>
<tr>
<th>Building Phase</th>
<th>Consideration Phase</th>
<th>Candidate Phase</th>
<th>Authorization Phase</th>
</tr>
</thead>
</table>
### K. Implementation Plan and Timeline

As demonstrated in the implementation timeline, Gian Charter Academy is deeply committed to fulfilling every part of our educational program. At the same time, we recognize the need for a strategic and progressive approach that will ensure that all initiatives can be implemented effectively and with fidelity, without overwhelming the staff or students. For example, the process of becoming an IB certified school is time-consuming and complex, and we do not expect to be fully IB certified until our fifth year of operation. However, the educational program will not wait for the fifth year to
effectively meet the needs of all students. As early as year 1, we will make sure that all courses are standards-based, and that teachers are consistently employing effective research-based instructional strategies to reach learners at every level. IB is not the curriculum. IB is a philosophical approach to the curriculum that promotes high standards, international-mindedness, thematic integration, and rigorous assessment. Our educational program will demonstrate these values from day one, and as our teachers become trained in IB curriculum development and instruction, they will integrate those strategies into their existing standards-based repertoire.

Likewise, character education and community participation will begin as school-wide programs, and will be progressively integrated into the curriculum as teachers have increasing opportunities to engage in professional development and collaboration around these initiatives. Below is our program implementation time line.
<table>
<thead>
<tr>
<th>Initiative</th>
<th>20013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IB</strong></td>
<td>Level 1 teacher training. Teachers have created at least one interdis. Unit.</td>
<td>Level 2 Teacher Training Assessments reflect IB criteria</td>
<td>All instructional units created reflect IB interdisciplinary approach</td>
<td>IB Visit and Authorization</td>
<td>LAUSD IB school</td>
</tr>
<tr>
<td><strong>Common Core State Standards-based instruction</strong></td>
<td><strong>Instruction is standards-based in all content areas:</strong> Teachers create annual standards-based pacing plans and units for at least one content area (math or ELA). Pacing plans for other content areas provided to teachers based on state-adopted curriculum and an analysis of state standards.</td>
<td>Teachers create and use annual standards-based pacing plans and units for at least three content areas (math, ELA, and one other). Other content areas guided by state-adopted curriculum. All teachers have unit boards and daily objectives posted and use those to frame instruction each day.</td>
<td><strong>Full Trial IB implementation:</strong> Teachers implement and use annual standards-based pacing plans and units for all content areas (math, ELA, and one other).</td>
<td>This will be determined by the IBO</td>
<td>This will be determined by the IBO</td>
</tr>
<tr>
<td><strong>Character Education</strong></td>
<td>Each of the six pillars of character is a focus for 1-2 months of the year: - A school bulletin board is dedicated to that pillar. - An assembly focuses on the character trait. - Students awards.</td>
<td>Year 1 initiatives continue. Each grade level integrates at least one pillar into their curriculum for a particular unit or set of units.</td>
<td><strong>Full Trial IB implementation:</strong> Every teacher implements all six pillars into their curriculum, infused within several units and across content areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Participation</strong></td>
<td>Participation of community members into the school is established by creating a parent association, volunteer activities, community &quot;adoption&quot; drive, &quot;open-house”, field trips to local community organizations or institutions, such as the local fire station or library, among other activities to instigate community participation.</td>
<td>Year 1 initiatives continue. All teachers will integrate at least one service project into their curriculum.</td>
<td><strong>Full Trial IB implementation:</strong> Year 1 initiatives continue. All teachers will integrate at least one service project per semester into their curriculum (serving the school or surrounding community). Each grade level will conduct a joint service project that impacts the community outside of the school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ELEMENT 2: Measurable Student Outcomes

"The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

A. School Outcome Goals
Gian Charter Academy will be proactive in systematically tracking student progress towards standards proficiency. In addition to state-mandated summative assessments, Gian Charter Academy will regularly administer internal assessments. This internal documentation may include, but is not limited to diagnostic assessments such as curriculum-embedded diagnostic and benchmark assessments, Individual Education Plan (IEP) goals, Individual Learning Plan (ILP) goals, and other methods by which student progress may be assessed.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>ASSESSMENT MEASURE</th>
<th>MONITORING TIMELINE</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet or exceed the average API of Comparison Demographically Similar Schools, as defined by the LAUSD Goal for 2013-14 and a growth rate of 10 points each following year.</td>
<td>API</td>
<td>Test Administered in May/June annually. Results reviewed in Aug/Sept annually</td>
<td>parents/guardians, staff, Board of Trustees, community, SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Meet AYP measures required by NCLB</td>
<td>AYP</td>
<td>Test Administered in May/June annually. Results reviewed in Aug/Sept annually</td>
<td>parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Percent of students scoring proficient or above in Math and Language Arts will meet or exceed the average proficiency of the Comparison Demographically Similar Schools (as defined by the LAUSD).</td>
<td></td>
<td>Each year in August / September</td>
<td>parents/guardians, staff, Board of Trustees annual performance report to LAUSD</td>
</tr>
</tbody>
</table>

- California Standards Test (CST) STAR, CMA and CAPA for English, Math
- Curriculum embedded assessments in Reading, Writing, and Math.
- Diagnostic and benchmark measures of
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Test Details</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>All English Learners</td>
<td>Progress at least one level overall on the CELDT per year.</td>
<td>CELDT Test Administered in Sept/Oct each year. Results reviewed in February</td>
<td>parents/guardians, staff, Board of Trustees, community, SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Meet or Exceed federally defined Annual Measurable Achievement Objectives (AMAO) for ELs or 46% to reach Level 3 High on English language attainment after 3 years of enrollment:</td>
<td>CELDT Test Administered in Sept/Oct each year. Results reviewed in February</td>
<td>parents/guardians, staff, Board of Trustees, community, SARC, annual performance report to LAUSD</td>
<td></td>
</tr>
<tr>
<td>Special education-designated students</td>
<td>Make progress toward the learning goals as outlined in their Individualized Education Plans.</td>
<td>IEP Goals Annually per the IEP schedule</td>
<td>parents/guardians, teachers, Executive Directors</td>
</tr>
<tr>
<td>At least 96% student attendance</td>
<td>Student records of Annual Average Daily Attendance (ADA)</td>
<td>Each year in July</td>
<td>parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Higher teacher retention rate and higher teacher attendance rate</td>
<td>Teacher attendance records and annual</td>
<td>Each year in July</td>
<td>parents/guardians, community, Board of Trustees SARC, annual performance report to LAUSD</td>
</tr>
<tr>
<td>Subject</td>
<td>Measurable Outcomes</td>
<td>Assessment Tools</td>
<td>Monitoring Timeline</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Reading &amp; Language Arts</strong></td>
<td>• Read grade level material and expository text</td>
<td>- California Standards Test, CMA, and CAPA</td>
<td>Beginning of the Year</td>
</tr>
<tr>
<td></td>
<td>• Enjoy and appreciate a variety of literary genres</td>
<td>- Diagnostic Reading Assessment (DRA) or similarly nationally normed reading tool</td>
<td>- Student ILPs</td>
</tr>
<tr>
<td></td>
<td>• Develop grade level vocabulary with associated meaning and transfer into written text</td>
<td>- Student self-assessment</td>
<td>- Diagnostic Reading Assessment (DRA) or similarly nationally normed reading assessment tool</td>
</tr>
<tr>
<td></td>
<td>• Ability to sequence a story, recall details and summarize main ideas.</td>
<td>- Peer assessment</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>• Write compositions with appropriate grade level conventions of writing</td>
<td>- Student journals</td>
<td>- Student self-assessment</td>
</tr>
<tr>
<td></td>
<td>• Competence in oral presentations</td>
<td>- Writing Standards Assessment</td>
<td>- Peer assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Oral Presentation</td>
<td>- Student journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Published Writing</td>
<td>- Writing Standards Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Standards-based unit assessments</td>
<td>- Oral Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Project-based Assessments</td>
<td>- Published Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Summative Content-Specific Assessments (Teacher Developed)</td>
<td>- Standards-based unit assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monthly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Every 6 Weeks</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>• Develop basic grade level computational and procedural skills</td>
<td>- California Standards Test, CMA, and CAPA</td>
<td>Beginning of the Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- District adopted</td>
<td>- Student ILPs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Diagnostic Reading Assessment (DRA) or similarly nationally normed reading assessment tool</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Project-based Assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Summative Content-Specific Assessments (Teacher Developed)</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
</tbody>
</table>
| - Develop grade level chronological and spatial skill in relationship to historical knowledge | - Curriculum-embedded assessments
- Student ILPs
- Student self-assessment
- Peer assessment
- Student journals
- Standards-based unit assessments
- Project-based Assessments
- Summative Content-Specific Assessments (Teacher Developed) | - California Standards Test, CMA, and CAPA |
| - Exhibit an understand of research based evidence, points of view their impact on forming personal opinion | | Beginning of the Year
- Student ILPs |
| - Identify key historical events and their relationship to current cultural and social norms | - Ongoing
- Curriculum-embedded assessments
- Student ILPs
- Student self-assessment
- Peer assessment
- Student journals
- Standards-based unit assessments
- Project-based Assessments
- Summative Content-Specific Assessments (Teacher Developed) | - Ongoing
- Student ILPs |
| - Synthesis information from a variety of cultural and historical sources | - Ongoing
- Curriculum-embedded assessments
- Student ILPs
- Student self-assessment
- Peer assessment
- Student journals
- Standards-based unit assessments
- Project-based Assessments
- Summative Content-Specific Assessments (Teacher Developed) | - Monthly
- Princeton Review |
| - Understand the democratic process and their responsibility to civic values | - Quarterly
- Project-based Assessments
- Summative Content-Specific Assessments (Teacher Developed) | - Quarterly
- Project-based Assessments
- Summative Content-Specific Assessments (Teacher Developed) |
<p>| - Obtain a factual and conceptual understanding of history, humanities, geography and other social sciences. | | |</p>
<table>
<thead>
<tr>
<th>Investigative Experiences</th>
<th>Curriculum-embedded assessments - Student ILPs - Science Fair Exhibits - Standards-based unit assessments - Project-based Assessments - Summative Content-Specific Assessments (Teacher Developed)</th>
<th>Ongoing - Curriculum-embedded assessments - Student ILPs - Standards-based unit assessments Monthly - Project-based Assessments Quarterly - Summative Content-Specific Assessments (Teacher Developed) Annually - Science Fair Exhibits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific Process</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Visual and Performing Arts (VAPA) | Process, analyze, and respond to sensory information through the literature and skills unique to the visual arts | Bi-annually - Student performances - Student art portfolios | |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------| |
| Create, perform, and participate in the visual arts | - Student performances - Student art portfolios | | |
| Understand the historical contributions and cultural dimensions of the visual arts | | | |
| Respond, analyze, and make judgments about works in the visual arts | | | |
| Make connections between visual arts and other subject areas | | | |

<p>| Character Development | Students can articulate and demonstrate what it means to be a: a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open- | Beginning of the Year - Student ILPs Ongoing - Teacher Observations - Student ILPs - Student Self-Assessment - Student-led activities | |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|</p>
<table>
<thead>
<tr>
<th><strong>International Baccalaureate Learner Profile</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will understand that these values are the basis for productive and peaceful interactions in all social contexts from local to global levels (i.e. family, school, neighborhood and with people from all nationalities and cultures.</td>
<td>Assessment Bi-annually -Student-led activities</td>
</tr>
<tr>
<td>• Students will collaborate and work effectively with others in a cooperative group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Inquiry and Higher Order Thinking Skills</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will set personal learning goals and monitor progress towards those goals</td>
<td>Ongoing -Teacher Observations -Peer Assessments -Student-led activities - Project-based assessments - Rubrics - Portfolio - Self Assessment</td>
</tr>
<tr>
<td>• Students demonstrate the ability to ask probing and thoughtful questions</td>
<td></td>
</tr>
<tr>
<td>• Students will identify, access, integrate and use available informational resources, including technological sources</td>
<td></td>
</tr>
<tr>
<td>• Students are enthusiastic and engaged in the learning process</td>
<td></td>
</tr>
<tr>
<td>• Students demonstrate the ability to plan, initiate and complete a project including self-reflection and evaluation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Community Participation</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• All students engage in at least one meaningful community service event per year</td>
<td>Ongoing - Event attendance log - Student surveys - Project-based assessments</td>
</tr>
<tr>
<td>• Students develop a positive disposition towards community</td>
<td></td>
</tr>
</tbody>
</table>

- Event attendance log - Student surveys - Project-based assessments
service and choose to engage in service independently

**Growth Targets**
Data compiled from surrounding public elementary schools from target community indicates an average API score of 788. Given that Gian Charter Academy, a proposed charter school, is challenged with meeting and exceeding the educational outcomes demonstrated by the surrounding school’s API scores, Gian Charter Academy expects to meet or exceed the surrounding schools’ average API score after its first year. Thereafter, the goal is to increase the API score by 5 to 15 points each year. By the fourth year of operation Gian Charter Academy will have an API score exceeding the surrounding school’s API scores by more than 50 points, as well maintaining our AYP growth as outlined in NCLB.

Additionally, 2012 data indicates that 48% of all students in surrounding schools are proficient or advanced proficiency in English Language Arts and 58% of all students in the four surrounding schools are proficient in Mathematics. With a goal of 98% student participation in CST testing, Gian Charter Academy expects to meet the proficiency levels for ELA and Mathematics standards by its third year. By the time Gian Charter Academy students advance from the 4th grade, we will strive to have 100% of all students proficient or above in English Language Arts and 100% of all students proficient or above in Mathematics.

<table>
<thead>
<tr>
<th>Gian Charter Academy Targets</th>
<th>avg. # of Students Tested</th>
<th>avg. API score</th>
<th>avg. API State Ranking</th>
<th>avg. Similar Schools Rank</th>
<th>avg. % F &amp; RL</th>
<th>% Hispanic</th>
<th>% ELL</th>
<th>% All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD Elementary Schools</td>
<td>652</td>
<td>788</td>
<td>4</td>
<td>8</td>
<td>100</td>
<td>89</td>
<td>42</td>
<td>100</td>
</tr>
<tr>
<td>Goals Year 1 (2013-2014)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gian Charter Academy</td>
<td>95</td>
<td>798</td>
<td>4</td>
<td>8</td>
<td>98</td>
<td>98</td>
<td>42</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals Year 2 (2014-2015)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gian Charter Academy</td>
<td>145</td>
<td>808</td>
<td>3</td>
<td>5</td>
<td>98</td>
<td>99</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals Year 3 (2015-2016)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 67 -
<table>
<thead>
<tr>
<th>Goals Year 4 (2016-2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gian Charter Academy</td>
</tr>
<tr>
<td>ELA proficient</td>
</tr>
<tr>
<td>Math proficient</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals Year 5 (2017-2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gian Charter Academy</td>
</tr>
<tr>
<td>ELA proficient</td>
</tr>
<tr>
<td>Math proficient</td>
</tr>
</tbody>
</table>

| Gian Charter Academy    | 275 | 845 | 7 | 8 | 98 | 98 | 42 | 12 |
| ELA proficient          | 85  | 80  | 65 | 85 |
| Math proficient         | 90  | 90  | 75 | 90 |
ELEMENT 3: Method by which Student Outcomes will be Measured

A. Assessment Methodology and Philosophy

Our assessment methods are based on the following beliefs:

1. Authentic: Student assessments must be authentic. Gian Charter Academy will use the Backward Design planning model to ensure assessments measure the actual learning that has taken place in the classroom. Within this model, pretests will be given, learning outcomes established, and assessments will be designed before any learning activities are introduced. Teachers need to specifically know what skills and information they want their students to attain before they can design the learning steps necessary for achievement. Because of this, there will be less “textbook developed” tests and more project-based assessments.

2. Multiple Measures: Just as students have many different learning styles, they also respond differently to different forms of assessments. Gian Charter Academy will; therefore, ensure a variety of assessments (i.e. content-specific tests, observations, projects, standardized tests, classroom discussions, presentations) be used to determine student achievement. This multiple measures approach will improve the reliability of assessment data.

3. On-going: Students need on-going assessments in order to ascertain whether skills and knowledge have been truly internalized. Teachers will use formative (specific skills), summative (overall concepts), and portfolio assessments as evidence of student achievement. This compilation of student data will be used to drive instruction, confer with parents, and set learning goals within and across grade levels.

4. Informative: Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

Assessment Design
The student performance and assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of Student Involved Classroom Assessment, 3rd ed., 2001. Stiggins’ work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Teachers will be trained to identify the exact achievement target that is required by each content standard. Those tools and resources will allow them to determine the most appropriate type of
assessment to measure student mastery of a given standard. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

Cumulative ILPs will include self-selected works that exemplify mastery of standards-based content knowledge and skills. Standards-based report cards will be issued on a quarterly basis accompanied by detailed teacher narratives.

**B. Mandated Assessments**

As is required by the California Department of Education, students will also participate in the STAR (CST, CMA, CAPA and STS) and all other mandated accountability programs (CELDT, etc.). Gian Charter Academy will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will Gian Charter Academy become complacent with the examination of assessment findings. The goal will be continuous improvement to achieve the highest quality educational program that is possible. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

**Testing**

Gian Charter Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Gian Charter Academy does not test (i.e., STAR, CELDT, CAHSEE) with the District, Gian Charter Academy 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.
C. Data Management and Analysis
STAR data will be used to help the school plan to meet its API growth goals. Gian Charter Academy will utilize PowerSchool as the student information system (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. The staff will be trained on how to interpret standardized test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will Gian Charter Academy become complacent with the examination of assessment findings. The goal will be continuous improvement to achieve the highest quality educational program that is possible. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

D. Use and Reporting of Data
Gian Charter Academy will be a data-driven school, based on ongoing formative and summative assessments, observation and teacher reporting, data will be collected about student performance in all CCSS subject areas, including Language Arts, Reading, Writing and Math. Data includes:
- Current student reading levels as measured by basic comprehension of leveled and grade level books.
- Student mastery of oral language objectives until they become fluent English speakers through use of the Into English! Chant/song assessment log.
- Student mastery of individual skills in reading comprehension, grammar, vocabulary, spelling, fluency, and writing through Imagine it! unit assessment tests.
- Periodic (at least monthly) in-class assessments of students skills in reading through Diagnostic Reading Assessment test covering the five core components of literacy – phonemic awareness, phonics, fluency, vocabulary, and comprehension.
• California Math textbook computation and assessment tests
• Standards Based Performance Assessment for Mathematics (Math application and logical reasoning exam).

As discussed in the professional development section, teachers will develop the expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges.

Student progress towards standards mastery will be documented three times annually in standard-based report cards. Parent-teacher conferences will be held at least twice per school year and more often on an as-needed basis. Teachers will share students’ academic, social, emotional, and physical progress with parents. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process.

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. Gian Charter Academy will collect annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.

The School will develop an annual performance report based upon the data compiled. The report will also include:

• Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section.

• An analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a Charter school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.

• A summary of major decisions and policies established by the Board during the year.

• Data on the level of parent involvement in the School's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
Data regarding the number of staff working at the school and their qualifications.

A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.

Information demonstrating whether the School implemented the means listed in charter to achieve a racially and ethnically balanced student population.

An overview of the School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.

Analyses of the effectiveness of the School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.

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.

It is recognized and agreed by Gian Charter Academy that the District may make unplanned and unscheduled random inspections of the Charter School at any time.
ELEMENT 4: Governance

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Ed. Code § 47605 (b)(5)(D)

A. Description of Organization

Gian Charter Academy will be a directly funded independent charter school and will be constituted as a California Nonprofit Public Benefit Corporation pursuant to California law.

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

Gian Charter Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Gian Charter Academy will comply with the Brown Act.

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

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

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

Gian Charter Academy 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.

Gian Charter Academy 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**

Gian Charter Academy 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**

Gian Charter Academy 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. Gian Charter Academy 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**

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 Gian Charter Academy.
B. Governance Structure
Gian Charter Academy is a private non-profit public benefit corporation organized under the Non-profit Public Benefit Corporation Law of California with specific purpose of exclusively establishing and operating Gian Charter Academy pursuant to applicable federal, state and municipal laws and regulations relating to public agencies and charter schools.

Gian Charter Academy will not discriminate against any employee on the basis of race, color, creed, age, sex, gender expression, religion, national origin, disability, sexual orientation, or marital status. Gian Charter Academy will be nonsectarian in its programs, admission policies, employment practices, and all other operations. Gian Charter Academy will not require any employee to work at the charter school.

Gian Charter Academy will be governed by a Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be maintained to be consistent with the terms of this charter. The Board of Directors will have at least five and no more than nine members with expertise among members in the areas of education, law, real estate/facilities, business/finance, and administration/organization. Current officers include Bhupinder Kaur Malik, Gurdip Singh Malik, Christina Renee Powers, Tina Singh, Bhajneet Singh Malik, and Nitasha Kaur Sawhney.

The Board composition will be:
1. One to three parents of Gian Charter Academy students
2. Two to five community members
3. One LAUSD non-voting member, pursuant to EC 47604(b)

The following are persons of the founding Board for Gian Charter Academy with their respective Expiration of Terms:

- Bhupinder Kaur Malik  September 10, 2015
- Juana Maria Valdivia   September 10, 2015
- Gurdip Singh Malik     September 10, 2015
- Bhajneet Singh Malik   September 10, 2016
- Nitasha Kaur Sawhney    September 10, 2016

The Decision-making Process
To ensure the school’s ongoing success, the Board of Directors will provide external accountability, internal oversight and leadership, including leading the annual internal audit. The Treasurer or an appointed board member will be the lead contact person for the independent auditor, the State and the District in matter related to the audit. The audit will be conducted using the
California Charter School K-12 Audit Guide regulations and a report will be submitted to the chartering agency, county office of education, State Department of Education, and the State Controller’s Office. The Board will meet monthly, unless otherwise directed, to review Gian Charter Academy’s gains and provide support in achieving short-term and long-term goals set by the school.

The Executive Director and the Principal will manage the day-to-day governance of Gian Charter Academy. They will collaborate with the School Site Council which will include members from each stakeholder group, i.e., the Executive Director, the Principal and representatives from the faculty, classified staff, and parent groups. The School Site Council will be charged with collaborative leadership advising the Executive Director of direction and challenges associated with the overall operation of the school.

The School Site Council will be responsible for:
- Facilitating communication among all committees
- Ratifying, at the school level, all decisions/policies brought forth by all other committees
- Mediating disagreements among committees and assist in consensus-building
- Interpreting and developing school policy
- Focusing school-wide decision-making on shared vision

The Principal will manage the day-to-day operation of the instructional program and staff. The Principal will create and lead specific committees, which will include all stakeholders of the instructional program. The Principal will create parent and teacher committees, for example, per grade level to oversee the implementation and development of a certain grade level. Each grade level will select teachers and parents to serve on these committees and all representatives will be selected on an annual basis. Parents will elect representatives to serve on the School Site Council and other grade level and school-wide committees. The decision-making line of command or organizational chart for Gian Charter Academy is outlined below.
The Gian Charter Academy decision-making process in which all school stakeholders are represented is designed to:

- Ensure that all decisions regarding policy and practice made at Gian Charter Academy are focused to achieve the educational student outcomes outlined in the petition
- Ensure that all staff members are involved in the decision-making process
- Ensure that parents, community members, and all school personnel are involved as active partners in the decision-making process
- Ensure that all stakeholders model a collaborative, consensus-building school culture applied to all decision-making processes

The Gian Charter Academy model of decision-making will be democratic in nature. If an agreement cannot be reached on any issue, the Executive Director will have final authority in all matters pertaining to operations. The Principal will have final authority in all matters pertaining to instruction. The International Baccalaureate program is founded on the principle of inclusiveness. Therefore, as representatives of the IB program, all staff will model a culture of consensus building that is strongly aligned with the vision and mission of Gian Charter Academy. It is our belief that as we build an IB
culture and community, more parents will champion the school vision and mission.

C. Meetings

The Board’s bylaws require meetings every month, with an annual meeting each year. However, it is the prerogative of the Board to meet as they see necessary. In the early stages of development, the Board realizes how important it is to create dialogue and the necessary actions needed to create a successful school. Public meetings will be held, therefore, once each month and all Board committees may meet in the interim and may make recommendations to the School Site Council and subsequently to the Board. All Board and Board committees will abide by the laws pertaining to open public meetings, such as the California Brown Act.

Meetings of the Board of Directors will be held at such times and places to best accommodate the public. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief description of each item of business to be acted upon or discussed at the meeting. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after a 24 hour notice is given to each Director and to the public through the posting of an agenda. Agendas will always be posted in areas that are convenient for viewing for staff, students, parents and the general public. Meeting minutes of these meetings will be recorded and filed in the administration office and accessible for viewing or reproducing for the general public upon request.

D. Process for Selecting Board Members and Creating Policy

The current Board members are the Founding Board. Board members and officers will be elected at the annual meeting each year. Before the annual meeting, a Nominating Committee of three Board members will nominate qualified candidates for a Board vote to serve three-year terms of office or until a successor is elected. Any candidate may be nominated by members of the school community and stakeholders and provide that name to the Nominating Committee. As indicated in the Gian Charter Academy bylaws, “all subsequent directors shall be elected by a majority vote.” The Board will elect officers beginning with the President, Secretary and Treasurer, and can create Officers of the Corporation as it sees necessary.

The duties of the President include:

- Chief executive officer of the Corporation
- Responsible to the Board on all operational issues
• Advisor to the Board on all significant matters of the Corporation's business
• Oversight and implementation of all orders and resolutions of the Board
• Represent the Corporation within the boundaries of policies and purposes established, including the LAUSD
• Update and inform Board of staff performance as related to program objectives

The duties of the Treasurer include:
• Oversight of all books and records of accounts and business transactions
• Oversight of all deposits and disbursements of money and valuables
• Oversight of formation and function of annual audit committee findings and reporting
• Serve as a liaison to the LAUSD on issues related to fiscal matters

The duties of the Secretary include:
• Book of minutes, and proper noticing for all meetings
• Brown Act training
• Serve as a liaison to the LAUSD on issues related to policy and records

The duties of the Board include:
• Promote, guard and guide the mission and vision of the school
• Hire and evaluate the Executive Director
• Hire, promote, discipline and dismiss all employees after consideration of a recommendation by the Executive Director or Principal
• Approve all contractual agreements and investments of funds
• Approve and monitor the implementation of all general policies
• Approve and monitor the annual budget
• Act as a fiscal agent, which includes the receipt of funds for operations
• Contract with an expert external auditor to produce an annual financial audit
• Regularly measure progress of both student and staff performance
• Develop, review, or revise performance measures, including school goals
• Develop the school calendar and schedule of Board meetings
• Develop Board of Directors policies and procedures
• Review requests for out of state or overnight field trips
• Participate in the dispute resolution and complaint procedures when necessary
• Approve charter amendments
• Approve annual fiscal audit and performance report
• Approve personnel discipline (suspensions or dismissals) as needed
• Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions
• Create officers or committees as needed, including but not limited to, hiring committees, compensation committees and an audit committee

The duties of the School Site Council include:
• Monitor the business operations of the school, including reviewing financials
• Ensure compliance with key measures of accountability
• Implement all Board policies for the school
• Oversight of parent and community involvement
• Implement and review personnel policies
• Identify and recommend issues to be brought to Board for ratification

**Process for Charter Amendments**
To create policy change or enter into matters that take more than one year to execute or that involve more than $25,000 shall only be approved by a passage of a 2/3 majority vote by the Board. Charges that materially change the approved charter petition shall be submitted to the district within 30 days. Any school policy change can result from discussions brought by students, parents, faculty or staff, through the advisory committees or councils of the school or Principal or through any other form brought to the Board’s attention.

**Process for Budget Approval**
Our budgeting process will take the opportunity to target resources towards intended results. Meaning, it will be our mission in the budgeting process to help all decision makers make informed choices about the provisions of service and capital assets and to promote stakeholder participation in the process.

Our budget process will serve to fulfill our legal fiduciary requirement that will culminate in our yearly audit. The process will serve to further evaluate our operational processes and provide a vehicle for accountability, planning, conflict resolution and informational requirements.

Every year after the first year’s approved budget, the budgeting process will begin in January of the subsequent fiscal year. The process will:

1. Stakeholder input – January and February
   a. Long term and short term goals overview
   b. Staff financial workshops and policies
2. Operating and budget impacts – January and February
   a. Proposed preliminary budget
b. Strategic plans
3. Adopt budget – February
   a. Executive Director and back office provider/accountant present to Board
   b. Board deliberations
4. Monitor results – ongoing starting July
5. Adjust as necessary – ongoing starting July

E. Complying with the Brown Act

During the term of the charter, Gian Charter Academy will comply with the provisions of the Brown Act and Government Code 1090, regarding conflict of interest and “open meeting laws”. Gian Charter Academy will comply with all laws, including federal laws and regulations and state codes as they pertain to charter schools.

Gian Charter Academy will hold trainings on the Brown Act before the school opens in August 2013 and every year after to comply with all laws relating to public agencies in general, all federal laws and regulations and state codes.

F. How Hiring Decisions are Made

The Gian Charter Academy Board will hire the Executive Director. The Executive Director will hire the Principal and the operations and business staff. The Principal will hire all teaching and instructional program staff. All staff will potentially be recruited from our annual California Charter Schools Job Fairs or from a candidate pool that has been created by teachers, the Principal or the Executive Director.

To hire the Executive Director an announcement will be placed in multiple locations and a pool of potential candidates will be interviewed by an Ad Hoc committee created by the Board to make a recommendation to the full Board for approval.

To hire the Principal an announcement will be placed in multiple locations and a pool of potential candidates will be interviewed by the School Site Council and will make a recommendation to the Executive Director for approval with final oversight and ratification by the Board.

To hire teachers, the Principal will recruit prospective teacher candidates and will set up meetings for interviews. The Principal will create a Personnel Committee made up of teachers and parents that will give input as to the potential for each candidate as part of the teaching staff at Gian Charter Academy. The Board also reserves the right to designate any Board or staff
member to sit in on hiring interviews. The Principal has the ultimate responsibility for hiring the teachers and educational program support staff with a ratifying vote of the Board. Before the final list is presented to the Board, the Principal would have conducted background checks and checked references.

G. Parent Involvement

Gian Charter Academy understands that parental involvement in the life of the school is essential to the success of the school. Gian Charter Academy has made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional program. Gian Charter Academy will encourage parents to participate in the school by:

- Signing a commitment with the school, after the student is enrolled, that will encourage each parent to participate in the life of the school at least 20 hours/year. These volunteer hours are not a condition of enrollment or continued enrollment. Alternative methods to fulfilling hours, such as in-house reading time or Saturday and holiday school cleanup days, will be provided for those parents that can’t meet their commitment due to hardship conditions. Parents will be notified of these alternatives on a case-by-case basis through an in-person meeting with the Principal. Parents may opt out of their volunteer hours by marking “opt out” in the Volunteer Hours Commitment form. For those parents that choose to “opt out,” no consequences will be given. Volunteering is only a form of teambuilding and not a condition for enrollment. Alternatives, to volunteering during school hours and non-school hours include:
  - Saturday school clean up days
  - Holiday school clean up days
  - In-home reading time with school students
  - In-home teacher grading or translating
  - In-home trip scheduling
  - In-home communications with other parents
- Taking part in the Parent Council and other parent and school-wide committees, such as the executive and fundraising and curriculum committees. In these committees parents will be encouraged to make recommendations on any and all matters related to the strengthening of the Gian Charter Academy community
- Taking part in weekly parent informational meetings and workshops that will be held to assist parents in supporting their children’s experience at Gian Charter Academy
- Taking part in the creation of a monthly newsletter created for parents by parents
• Taking part in the creation of a Parent Center dedicated to parent learning. The Parent Center will be a space where parents gather to take part in life-learning opportunities, such as English as a Second Language, computers, or child development.
ELEMENT 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the school."
Ed. Code § 47605 (b)(5)(E)

A. Assurances

Gian Charter Academy agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. The school will conform to the legal requirement that all teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Gian Charter Academy will maintain current copies of all teacher credentials and will be made readily available for inspection. Paraprofessional employees (TAs) will assist with instruction and will also meet the minimum NCLB requirements; AA degree or have completed two years of college with a minimum of 60 semester units from a college or university. Gian Charter Academy will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of fully credentialed teachers through EdJoin, the California Charter School Association, the Charter School Development Center, Carreerbuilder.com and other local vehicles.

Gian Charter Academy believes that all persons are entitled to equal employment opportunity. Gian Charter Academy will not discriminate against qualified applicants or employees on the basis of race, religious belief, color, sex, gender identity, gender expression, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, 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.

B. Projected Hiring Assumptions

The first year of operations, Gian Charter Academy assumes it will employ one (1) p/t Executive Director; one (1) Principal; seven (6) elementary school teachers for grades k-2; one (1) Special Education specialist; one (1) office manager; one (1) administrative assistant; three (3) p/t Teacher Assistants; and one (1) custodian.

Gian Charter Academy employees will receive compensation depending upon experience and job responsibilities. Teachers will be compensated based on
the LAUSD salary pay scale for starting teachers. All full time staff of Gian Charter Academy will be eligible for all health benefits provided, including a $3 Million professional liability insurance coverage, per incident. Additional and specific personnel policies, including calendar, work day/year, sick days, personal days, and procedures for disputes will be further developed and ratified, from time to time, by the School Site Council. Recommendations will be presented to the Board for review and approval on an annual basis and codified in an Employee Handbook. A first draft of the Employee Handbook can be found in the Appendix.

C. Qualifications and Duties

The first year of operations, Gian Charter Academy assumes it will employ an executive director, principal, teachers, Special Education specialist, office manager, office assistant, teacher assistants, and a custodian.

The Administration at Gian Charter Academy shall include the Executive Director, Principal and any other necessary staff who would report to the Executive Director such as an Office Manager.

All Administrators shall exhibit the following leadership traits:
- Is accessible to all in the community including teachers, staff, parents, and children
- Acts with fairness, integrity, and respect for diversity
- Leads collaboratively at every level of the school
- Is knowledgeable of the educational and/or business practices that will fulfill our school’s mission
- Utilizes all available financial and human recourses to maximize student performance

The EXECUTIVE DIRECTOR

The primary interest of business management at Gian Charter Academy is to utilize resources effectively by aligning all financial, funding, physical plant, and data collection practices with the educational improvement strategies of the school.

The Executive Director is qualified to prioritize and fulfill the following job responsibilities:

The Executive Director is an outstanding, dynamic, and visionary leader who can maintain and expand the work of Gian Charter Academy. The ideal candidate possesses impeccable leadership skills: organizational, communication, and social abilities matched by a passion for education.
Cultural awareness is imperative in order to develop trusting relationships with the Gian Charter Academy’s constituency of students, their families, and member independent schools. In addition, as the organization’s primary fundraiser, the Executive Director will lead major fundraising efforts in the private and public sectors and will interface directly with school leaders and representatives.

The Executive Director reports to the Board of Directors and is responsible for the over-all operation of the Gian Charter Academy. The Executive Director will provide leadership in the following areas by:

• Successfully implementing charter program, as well as developing new programs which enhance the GCA’s work.
• Promotes the GCA’s visibility and strong reputation through participation and membership in community forums, educational organizations, and diversity activities that are aligned with the GCA’s mission.
• Directs all GCA fund development activities, including grant writing, cultivation and stewardship of donors, event planning, and identifying new resources.
• Creating, implementing, and managing the organization’s annual budget through prudent fiscal oversight and regular reports to the Board.
• Building a strong GCA team by hiring and managing a talented and diverse staff with skills appropriate to the needs of the organization, including the school’s Principal.
• Regularly evaluating GCA programs and services to measure success and to provide timely reports to the Board, and funders.
• Establishing efficient systems for maintaining organizational records and documents, and ensuring compliance with federal, state, and local regulations.

Overall Qualifications:

• Masters Degree in Education or equivalent or
• Demonstrated experience in the leadership and management
• At least 5 years experience in the field of charter school education
• Demonstrated organizational development leadership
• Experience in school finance and nonprofit management
• Demonstrated expertise in partnership development and fundraising
• Knowledge of and experience in school governance
• Experience in and knowledge of IB education
• Demonstrated commitment to continuous improvement process and utilization of data in school improvement
• Background Clearance from FBI/DOJ
• TB Clearance

**The PRINCIPAL**
The Principal will be responsible for the achievement of the mission and vision of Gian Charter Academy through successful implementation of the educational program.

The Principal will have knowledge of:

*Curriculum Development*
• English Language Learner education, approach, and curriculum
• Special Education
• Curriculum development in conjunction with CCSS
• District and national assessment tools
• Alternative assessment models, and

*Methods and Practices*
• Guides teachers in individualizing the curriculum and/or creating units
• Classroom experience in a holistic approach to education setting
• Facilitates democratically created curriculum
• Continues to develop own expertise and knowledge of educational and administrative practices

*Staff Development*
• Determines and facilitates instructional staff development needs and opportunities
• Determines and facilitates individual staff development
• Develops new teacher mentoring program
• Develops and maintains a professional resource library
• Aids staff in selecting assessments and conducts assessment training
• Ensures staff compliance with national and state educational regulations

*Behavior Support*
• Supports teachers in student behavior management
• Develops individual behavior plans when necessary
• Involves parents in development of individual behavior plans, as needed
• Oversees development of school wide behavior policies, as needed

*Parent Education*
• Facilitates parent education on educational program and/or IB program
• Facilitates educational workshops based on need for parents and volunteers

**Communication Responsibilities**

*General Relations*
• Ensures proactive clear communication with Executive Director, Staff, and Board
• Updates the Gian Charter Academy community on pertinent information in a timely fashion
• Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
• Resolves conflicts and disputes based on school policy and/or values of the school

**Board Relations**
• Works with Executive Director, Board and attends Board meetings
• Provides the Board “The Principal’s Report,” a complete written status report to be presented at all regularly scheduled Board Meetings

**District and Community Relations**
• Supports the Executive Director working with District to secure needed resources
• Supports the Executive Director working in networking with community funding resources

**Parent Relations**
• Supports and promotes school wide efforts including outreach and fundraising
• Communicates effectively with parent body
• Possesses knowledge of individual parent and student needs
• Encourages and motivates parent participation to meet volunteer hour commitments

**Staff Relations**
• Maintains positive environment
• Acts as liaison/mediator between all members of the Gian Charter Academy community
• Clarifies and resolves personnel issues

**Supervision**

**Staff Supervision**
• The Principal oversees the instructional staff, educational consultants and yard positions to ensure completion of all job responsibilities
• Evaluates teachers and provides feedback
• Provides opportunities for teacher leadership and grade level committees
• Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
• Oversees instructional staffing responsibilities
• Monitors that all teachers are properly credentialed
• Assists in the creation and updates an Employee Handbook which includes personnel policies
• Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
• Ensures adequate staffing and training for planned extended day program
School Supervision
- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan
- Ensures compliance with school safety needs

Special Education Supervision
- Meets regularly with on-site special education personnel
- Requests monthly report from special education personnel outlining the amount of time each has spent with special ed students and parents as correlated with IEP mandates
- Holds Special Ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

School Committees and Parent Groups
- Attends meetings of parent groups, instruction and School Site Councils
- Provides support and timely information to facilitate the achievement of committee goals

Strategic Planning Responsibilities
- Provides support for an Annual Needs Assessment based upon the previous year’s Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long and short-term needs based on staff, committee, and community input
- Articulates the means by which the school’s instructional programs can be developed to realize the charter’s vision
- Communicates and collaborates with school community to meet instructional planning needs

Program Quality Review
- Applies for WASC Accreditation
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

Business Management Responsibilities
Development
- Identifies grant sources and provides support for the execution process
- Provides support for school-wide fundraising opportunities
- Provides support in motivating school community to develop fundraising opportunities
- Provides support in networking possible funding sources
- Provides support in creating database of contributors and contacts
- Provides support in integrating fundraising/development efforts into the long term goals of the school
- Provides support in finding resources within parent community to support development efforts
• Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

**Finance and Accounting**
• Provides support in creating instructional budget with direction from Board, Executive Director, Budget and School Site Councils
• Manages instructional contracts, such as with independent contractors that provide reading intervention

**Physical Plant**
• Provides support and interfaces with building management
• Provides support in maintaining code compliance
• Provides support in implementing computer technology maintenance and support
• Provides support in purchasing and inventory

**Data Management**
• Provides support in maintenance of website and school network
• Provides support in the acquisition and training of school Student Information System
• Provides support in the gathering, analysis, interpretation and reporting of data
• Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
• Provides support in attendance reporting process in order to maximize funding

**Provides leadership by:**
• Advocating and supporting the philosophy, mission within the Gian Charter Academy staff, students, and families
• Being committed to the implementation of the school’s innovative programs including the IB program and a robust ELL, ELA and math programs
• Providing support for program initiatives through appropriate professional staff development
• Working effectively within a team environment
• Demonstrating the use of appropriate communication tools and current technology
• Promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation
• Implementing a shared decision making process agreed upon by all stakeholders
• Demonstrating the ability to make informed and objective decisions
• Modeling life-long learning by engaging in continuing education

**Overall Qualifications:**
• Professional Administrative Credential and/or Masters Degree in Education or equivalent
• At least 5 years experience in the education field, IB related experience preferred
• Management, administrative, curriculum implementation and instructional expertise
• Experience with school budgets
• Willingness to learn about IBPYP and school leadership
• Background Clearance from FBI/DOJ
• TB Clearance

Teachers
Teachers will be responsible for high quality instruction as well as achievement of Gian Charter Academy’s educational goals and objectives. Teachers will:
• Support the development and incorporation of the International Baccalaureate Primary Years Program
• Prepares and implements lesson plans that lead to student understanding of the school curriculum content
• Assesses student progress and maintaining accurate records
• Utilizes assessment data to improve student achievement and individualize instruction
• Identifies students academically at-risk and initiates an intervention program with the Principal to ensure that students succeed
• Maintains regular, punctual attendance

Provides leadership by:
• Demonstrating a commitment to the school vision and mission, and its programs including the IBPYP and the robust ELL, ELA and math programs
• Communicates effectively with other staff members, students, and parents
• Participating on at least one committee or council
• Participating and/or leading parent meetings and academic events
• Attending conferences and staff development related to program improvement

Gian Charter Academy teachers at all levels shall meet or exceed all “highly qualified requirements” under the No Child Left Behind Act (“NCLB”). Accordingly, a teacher must have:
• A bachelor’s degree
• A California multiple subject credential or an University Intern Permit (for no more than three years while actively working toward completion of their state credential)
• CLAD or BCLAD certificates
• Demonstrated subject competency through appropriate examination or coursework
• A background clearance from FBI/DOJ
• Background in teaching in urban or similar communities
• TB Clearance
• A commitment to teacher development in the IBPYP

**Office Manager**
Assists the Gian Charter Academy Executive Director and Principal with all administrative functions and provides direction to administrative staff. The Office Manager will:

• Prioritize, coordinate, and monitor the work of administrative staff
• Performs clerical procedures in a school office to ensure timely preparation and submission of reports, records, studies, letters and other materials
• Performs clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment
• Develops school communications in English and Spanish, writes letters and reports
• Prepares and/or maintains a variety of records and reports requested by Executive Director and Principal
• Prepares financial reports for use by the Executive Director and Board of Directors
• Prepares assessment data for Principal and teachers utilizing state and local testing data
• Communicates effectively and tactfully in both oral and written forms
• Maintains and operates a variety of office equipment such as calculator, copy machine, and computer with speed and accuracy

**Overall Qualifications:**

• A minimum of an AA degree or 48 college units in Business Administration or a related field
• A minimum of 2 years experience in a similar position
• Background Clearance from FBI/DOJ
• Possession of a valid First Aid Certificate
• Knowledge of;
  • Letter and report writing
  • Accurate mathematical calculations
  • Computer software programs and related word processing
  • Record keeping, reference, and data collection systems
  • Proficiency in Spanish or Punjabi preferred

**Administrative Assistant**
Provides support, in year one, to Gian Charter Academy Principal and Executive Director in the carrying out of administrative tasks. In year two, provides support to the Office Manager. The Administrative Assistant will:

- Performs routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepares and maintains employee and/or student attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attends to student health and welfare as needed
- Receives and distributes mail; prepares outgoing mail
- Orders, maintains inventory, and distributes supplies and equipment as required

**Overall Qualifications:**

- High School Diploma or equivalent
- Possession of a valid First Aid Certificate
- Background Clearance from FBI/DOJ
- TB Clearance
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
- Ability to perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Ability to act as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community

**Custodian, Kitchen and Yard**

Starting in the first year, the custodian, kitchen staff and yard assistants will perform basic responsibilities given by their supervisors to provide superior service to students and keep the campus grounds and buildings safe and clean. These employees will have:

**Overall Qualifications:**

- Background Clearance from FBI/DOJ
- TB Clearance
- A minimum of 1-2 years experience performing custodial duties or willing to grow

**Special Education Specialist (RSP)**

Under the supervision of the Principal, serves as a teacher of exceptional students in grades k-5; and as a member of the Individual Education Program Planning Team; participates in decisions regarding placement of exceptional students; creates a flexible program and environment favorable to learning and personal growth in accordance with each student's ability.
Duties:
Generally teaches all subjects appropriate to the individual student's needs as indicated on the Individualized Education Program (IEP); provides frequent, intensive and individually planned small group and/or individual instruction in areas of need; participates in Individualized Education Programs (IEP) meetings; establishes with the parents, the goals objectives, activities and materials appropriate for that student within a given time frame and records same on the Individualized Education Program (IEP); participates in the annual and three year review; monitors and records progress toward objectives in Welligent; establishes an ongoing evaluation procedure; plans and implements an instructional program for identified students based on the needs reflected in the Individualized Education Program (IEP) on a pull-out and in class basis; assesses student progress; assists in student identification process; serves as case carrier in the preparation for the IEP meeting at the school site level; serves as a resource in the area of learning handicapped for all school staff; maintains a communication system with regular teachers, auxiliary personnel (psychologist, nurse, speech specialist, parents and other Special Education teachers); provides appropriate physical and psychological environment to establish and reinforce acceptable behavior, attitudes, social skills and self-image; adheres to district policies; maintains professional competency by participating in in-District and other staff development activities; performs other duties as assigned.

Knowledge and Skills:
Knowledge of various learning handicaps and strategies for amelioration; appropriate materials and resources to be used with specific deficiencies at the various grade levels; appropriate assessment tools for diagnosis and screening; teaching and learning processes; creating productive classroom culture which places strong emphasis on children's social and academic development.

Ability to interact effectively with staff, parents, students and community agencies; clearly communicate orally and in writing; accept criticism and grow as a result; demonstrate exceptional interpersonal skills.

Education and Experience:
Education: Bachelor's degree or higher from an accredited college or university including all courses needed to meet requirements in the Learning Handicapped area. Experience: Successful teaching experience, internship, or student teaching in the area of special education.

Required Credentials and Certificates:
Valid California teaching credential authorizing service in the areas assigned.

D. Process for Staff Recruitment and Selection

All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. As previously mentioned above, the Principal will hire all educational program staff. The Principal will create a committee and will receive recommendations from such a committee on candidates that are best suited for the school based on qualifications. Selection will be based on the demonstrated ability to perform required job duties and knowledge of the IB program and or other related curriculum or program that involves the development of the whole child. Candidates that are offered employment will receive a written notice from Gian Charter Academy of the job offer and will require candidates accept job offer in writing.

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual contract by the Executive Director. The Board will have final approval over all hiring.

Gian Charter Academy 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 expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

When there is a vacancy in the instruction staff, the Principal will establish an ad hoc Hiring Committee, which will:

- Create Job Announcement
- Create marketing campaign using advertising and promotions
- Recruit potential teachers creating a pool of candidates by requesting resumes
- Select “best-fit” candidates for interviews
- Receive Board approval on all hiring recommendations

Gian Charter Academy will recruit all personnel, which believe in the vision and mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Gian Charter Academy will possess
the personal characteristics that will model the IB tenets of inclusiveness and global-mindedness.

All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the school. Gian Charter Academy will also require of all employees to furnish before the first day of start:

- 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, such as “Have you ever been convicted of a felony, or a misdemeanor involving any violent act, use or possession of a weapon or act dishonestly for which the record has not been sealed or expunged?”
- Documents establishing legal status, such as:
  - A copy of a birth certificate issued in or by a city, county, state, or other governmental entity within the United States or its outlying possessions.
  - A U.S. Certificate of Birth Abroad (FS-545, DS-135) or a Report of Birth Abroad of a U.S. Citizen (FS-240)
  - A birth certificate or passport
  - Alien Registration Card commonly known as a “green card” or any other federal “Employment Authorization” card

E. Assessment and Performance

The Executive Director’s performance evaluations will be based on the Board of Director’s analysis of the Executive Director’s reports, summary data from the surveys of faculty, staff, and school community, including an Executive Director’s self-evaluation and Board’s observations. Please see the Appendix for detail on the evaluation tools to be used for the Executive Director and as a model for other staff position.

All staff will be assessed through the three-part process that includes an evaluation performance tool, evaluation rubrics, and surveys that will be developed with the assistance of staff and based on the performance evaluations of the Executive Director as demonstrated in the Appendix. In addition, teacher evaluations will include at least one formal observation, the Principal and teacher completion of a job specific rubric, and an end of the year interview. The following outcomes will also be assessed in the process.
All teachers will:
- Deliver a quality, enriched, and powerful curriculum that is aligned to the Common Core State Standards and the mission and vision that leads to improvement of student learning
- Effective teaching practice and performance of job duties as assigned
- Provide continual assessment of student progress and use that information to evaluate classroom performance towards meeting the needs of every student
- Strive for continuous and open communication with school staff, parents, and community members

All other staff will:
- Perform the daily tasks included in their job description
- Strive for continuous and open communication with school staff, parents, and community members

The Principal will evaluate the instructional staff and the Executive Director will evaluate the operations staff, including the Office manager, Administrative Assistant, Custodian, and Kitchen staff and Principal. Evaluations will be conducted bi-annually and findings will be presented to the Board of Directors. Should a teacher maintain a satisfactory status in regards to these three criteria, he/she will move up one step per year on a pay scale that is competitive with local LAUSD schools.

The Gian Charter Academy Board of Directors will evaluate the Executive Director based on the following:
- Achievement of the mission and vision of the school
- Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising
- Maintenance and oversight of fiscal activities and sound budget

The Executive Director will evaluate the Principal and report to the Board on the following:
- Development and guidance of the academic program to high academic success
- Development and maintenance of teacher involvement
- Maintenance and oversight of education-related budget and sound budget
- Development and maintenance of a positive school culture
- Development and maintenance of parent involvement

**F. Compliance**
Records of students' immunizations shall be maintained to the extent required for enrollment in all charter schools and non-charter public schools. Students who do not have a full regime of immunizations will be required to get them before starting school, or as directed by California, federal and local laws and district policies that apply. All staff must provide evidence that they are free from tuberculosis, or as directed by California, federal and local laws and district policies that apply. A Mantoux TB test is required of all employees who have not been tested previously. The Principal will be responsible for maintaining compliance with § 44237 and all applicable health and safety laws.

**G. Record Keeping and Emergency Credentials**

Appropriate records of credentials held by Gian Charter Academy teachers and supporting documentation will be monitored and maintained by the Principal and Office Manager. Credentials will be monitored annually in compliance with state and federal law. The charter school will maintain current copies of all teacher credentials and they will be readily available for inspection.

Gian Charter Academy will take all steps necessary to minimize the use of teachers holding emergency permits, including posting and interviewing for job openings as early as possible and recruiting faculty from accredited teacher credentialing programs.
ELEMENT 6: Health and Safety

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237." Ed. Code § 47605 (b)(5)(F)

Gian Charter Academy is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. Gian Charter Academy will ensure the safety of all students and staff by complying with all LAUSD policies on health and safety, such as facility occupancy requirements, as well as all state and federal laws.

Gian Charter Academy will adopt and implement a comprehensive set of health, safety, and risk management policies in consultation with the school's Board, staff, and insurance carrier's risk managers upon charter approval and site acquisition or lease. These policies will be adopted and in full force before school opening day. These policies will include, but not be limited to:

- A policy requiring that instructional and administrative staff receive training in emergency response once per year, including appropriate "first responder" training or its equivalent
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes
- Policies relating to preventing contact with blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- A policy establishing that the school functions as a drug-free workplace
- A policy mandating that all employees working with students are subject to fingerprinting
- A policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws
- A policy establishing zero-tolerance for sexual harassment for all employees
- A policy establishing an adherence to Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools

These policies will be incorporated into the school's handbooks and will be reviewed on an ongoing basis by the Board, insurance carrier and as part of the school's staff development. A current Safety Plan will also be developed and copies will be maintained and distributed to all staff. Insurance carrier
and consultants will train staff annually on the safety procedures adopted in the plan. A draft Safety Plan is attached in Appendix.

A. Facilities and Building Codes

Gian Charter Academy will be located at 9989 Laurel Canyon Blvd., Pacoima CA 91311.

Upon charter approval, Gian Charter Academy will open in a facility that has received state Fire Marshal approval, meets the L.A. Uniform Building Code, meets the federal American Disabilities Act (ADA) access requirements, or any other applicable building code and will have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections will be undertaken as necessary to ensure the school meets all safety standards. The school will maintain on file readily accessible records documenting such compliance. Additionally, Gian Charter Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Depending on the facility and the lease requirements, Gian Charter Academy will outsource all major and minor upgrades and repairs, including pest control, landscaping and gardening to vendors qualified to perform such functions.

The Executive Director or designated staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, or hazardous materials) by developing appropriate policies and awareness training.

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

**B. Procedures for Background Checks**

Employees shall submit fingerprints to the Department of Justice via LiveScan processing. Employee shall not start work until results are received from the Department of Justice and the employee is cleared to begin work. Gian Charter Academy assures that all employees shall be required to furnish the school with a criminal record summary as described in Ed Code 44237.

All staff must demonstrate that they are free from tuberculosis as mandated by EC 49406. Gian Charter Academy will require the examination of facility and staff for TB, as described in EC 49406. A Mantoux TB is required of all employees who have not been tested previously. The Executive Director and Principal are responsible for ensuring that all employees comply with § 44237 and all applicable health and safety laws.

**C. Role of Staff to Report Child Abuse**

Gian Charter Academy adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. School staff must report to the proper authorities if they suspect the following occurring to a student:

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

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Executive Director and Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect one 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 will not be required to
investigate any incident, only report to the Executive Director, Principal
and/or proper authorities.

All suspected cases of child abuse will be brought to the Principal and/or
proper authorities. A written report of the situation will be completed and the
Department of Children Services will be immediately notified. If necessary,
the LAPD or Los Angeles County Sheriffs 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 LAPD or Los Angeles County Sheriffs Department
since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the
contact information of the agent removing the child. This information will be
placed in the student’s record and will be made available to the parent or
guardian.

**D. Immunizations and TB Testing**

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

**E. Medication in School**

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

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

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

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

Disaster Drills
Disaster drills will be conducted at least once every two months. Students will be taught the “duck and cover” routine. An announcement over the intercom will initiate all disaster drills commencing with the “duck and cover” routine. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of an earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual
earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, counsel staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

**Bomb Threats**
The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and/or parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**Evacuation Plan**
A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be
evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class 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, staff members designated by the administration will search offices, bathrooms, and all other common areas and outdoor facilities.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Staff Responsibilities
All employees are responsible for their own safety, as well as that of others in the workplace. Gian Charter Academy will rely 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 or administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which Gian Charter Academy is responsible, the employee will bring it to the attention of their supervisor or administration immediately. The Executive Director will
arrange for the correction of any unsafe condition or concealed danger immediately and will contact staff of the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Gian Charter Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The 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.

G. Blood Borne Pathogens

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

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

H. Sexual Harassment Policies and Procedures

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

I. Freedom from Harassment Policy
Internal disputes at the charter school, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and processes developed by the charter school to be included in the finalized student and staff handbooks.

**J. Insurance Requirements**

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“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
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 of 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.

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

**Health, Safety and Emergency Plan**
The Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The 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**
The 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**
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 all students.

**K. Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to 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.

Gian Charter Academy, Los Angeles will not open to the public unless it has an approved Certificate of Occupancy prior to school opening.
ELEMENT 7: Racial and Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Ed. Code § 47605 (b)(5)(G)

A. Community Outreach Plan

Gian Charter Academy will use a variety of free and volunteer strategies or means to reach the racial and ethnic balance reflective of the LAUSD or surrounding community. We will communicate with local and hard-to-reach families, organizations, and community leaders about our school using:

Fliers - We will create fliers in English and Spanish, given the high percentage of “Spanish as a primary-language-spoken-at-home” demographic in surrounding community, outlining our mission and vision for the school and the community providing invitations to monthly community meetings. In the second quarter of 2013 a total of at least 5000 fliers will be distributed as the main means to recruit 140 students for the first school year. Numerous locations in the Gian Charter Academy target community have been identified including several key locations to contact hard-to-reach members of the community. These key locations include but are not limited to:

CHURCHES
Iglesia Bautusta del Valle
10705 Telfair Ave., Pacoima, CA
Mount Gilead Baptist Church
11266 Glenoaks Blvd, Pacoima, CA
New Heaven Missionary
13233 Pinney St., Pacoima, CA
Panorama Baptist Church
8767 Woodman Ave., Pacoima, CA
Primera Iglesia Bautista
13141 Mercer St., Pacoima, CA
St. Paul Baptist Church
11137 Herrick Ave., Pacoima, CA

Park Chapel AME Church
11100 Borden Ave., Pacoima CA
Guardian Angel Catholic Church
10886 Lehigh Ave., Pacoima CA
Immaculate Mary Catholic
10390 Remick Ave., Pacoima, CA
Church of God
1347 Van Nuys Blvd., Pacoima, CA
12312 Osborne Place, Pacoima, CA
13179 Van Nuys Blvd., Pacoima,
Church of God in Jesus Christ
13120 Van Nuys Blvd., Pacoima,
El Bethel Church of Pacoima
13220 Van Nuys Blvd., Pacoima
Iglesia de la Gracia Divina
12925 Branford St., Pacoima, CA
Ministerios Agua Viva
13417 Van Nuys Blvd, Pacoima, CA
New Testament Church
13133 Van Nuys Blvd., Pacoima
Spirit & Life Ministries
12962 Vaughn, Pacoima, CA
Primera Iglesia del Valle
13027 Pierce St., Pacoima, CA
Thee House of Prayer
13073 Van Nuys Blvd, Pacoima

COMMUNITY ORGANIZATIONS
Pacoima Beautiful
11243 Glenoaks Blvd., Pacoima
Icon Community Development
12502 Van Nuys Blvd., Pacoima
Mend
10641 San Fernando Rd., Pacoima
Children’s Hunger Fund
12820 Pierce St., Pacoima
YWCA
1133 Omelveny Ave., SF, CA
Pac Comm Youth Center
13404 Vaughn St., San Fernando
Volunteers of America
12502 Van Nuys Bl., Pacoima
Volunteers-Am Upward Bound
12502 Van Nuys, Pacoima CA

Boys & Girls Club
11251 Glenoaks, Pacoima CA
Pacoima Youth Athletic Found.
12170 Terra Bella St., Pacoima
Pacoima Rec Center
10943 Herrick Ave., Pacoima
Pacoima Comm Center
11243 Glenoaks Bl., Pacoima CA

POST OFFICES
13507 Van Nuys Bl., Pacoima CA

PRESCHOOLS
Haddon Ave. Childrens Ctr
10115 Haddon Ave., Pacoima CA
10085 Haddon Ave., Pacoima CA
Guardian Angel Catholic School
10919 Norris Ave., Pacoima CA
Hillery T Broadous
12561 Filmore St., Pacoima

LAUSD Pre-schools/Headstarts
Vaughn Street ES
11480 Herrick Ave., Pacoima CA
Maclay Gluck Early Education
12501 Gain St., Pacoima CA

Our strategy will be to deliver informational flyers to all of these locations once per quarter and focus on the church locations that are in close proximity and with great attention to those independent and LAUSD preschools for a second and third flyer delivery.
Passing out flyers and or speaking to parents in and around neighborhood schools will be done through the permission of school administrators. Gian Charter Academy volunteers will meet with all target area elementary school administrators; non-charter public schools, private schools and other charter elementary schools to gain permission to pass out flyers at a time that is convenient to the schools and that is free from interruption of said school activities.

**Electronic Media** - We will utilize our web site (www.giancharteracademy.com), designed by parent volunteers to go live by the second quarter of 2013, will provide information about the school’s instructional model, student registration, upcoming meetings, Board members, potential job openings, and will include contact information for parents seeking more detailed information on the IB program. All information on the web site will be provided in Spanish and Punjabi as well.

**Earned Media** - The Gian Charter Academy Board will create a public relations team that will produce a media packet to distribute to local media outlets to receive free earned media placements. The team will send quarterly news releases or as Gian Charter Academy creates newsworthy stories. We will pitch our stories to newspapers and local TV outlets, such as the approval and opening of our school. We will also provide progress reports and invitations to community meetings and events, starting January 2013. All press releases will be translated into Spanish, Punjabi or other languages, if required or appropriate. The following publications will be included:

**PRINT**
- La Opinión newspaper
- La Ola - Los Angeles
- El Aviso magazine
- Hoy newspaper
- LA Daily News
- LA Families magazine
- LA Parent magazine
- LA Weekly newspaper
- Los Angeles magazine
- Los Angeles Times newspaper

While we believe these periodicals will reach our target communities, it is generally known in public relations that Hispanics, our largest ethnic group, do not primarily consume their news through the print media. Hence, we will
work diligently to receive coverage in local Spanish TV media, which includes:

- KRCA TV 62- Star TV
- KMEX TV 34- Univision
- KVEA TV 52- Telemundo

At the same time, we will also work to receive coverage in all local general market TV media outlets, including and not limited to public broadcast and other ethnic stations. This plan implementation will ensure that we receive positive name recognition by the local community as a school with great potential, staff and educational option for local students.

**Community Meetings** - Gian Charter Academy will hold community meetings open to the general public, to inform and equip families to make a decision about enrolling their children in Gian Charter Academy. At each meeting, an Gian Charter Academy representative will collect interested family information including name, address, telephone number and email address for future communications about student matriculation and other activities. Meetings will commence in January 2013 and will be held monthly until August 2013 when our potential lottery will be held. Initially, the appointed Executive Director and volunteer Board members will conduct these monthly meetings. At every meeting, Spanish-speaking representatives of Gian Charter Academy will be present to assist non-English speaking parents of prospective students. The meetings will be held at locations Gian Charter Academy has chosen and are popular venues widely frequented by families of all backgrounds, which include the Pacoima Recreation Center and the YWCA. Church community rooms will also be utilized as meeting centers.

**Individual/Family Meetings** - Gian Charter Academy recognizes that personal one-on-one contact with families is the best way to reach potential students. Thus, Gian Charter Academy representatives will create opportunities for meetings with prospective students and their families at their home or at the home of our representatives, always with Spanish translations. We will start our individual meetings January 2013. The Executive Director and volunteer Board members will make appointments to conduct these meetings as requests become available.

Gian Charter Academy shall 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.
B. Racial & Ethnic Balance Reflective of the District

Dictated by the tenets of the International Baccalaureate program and a culture of inclusiveness, Gian Charter Academy will extend its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of LAUSD. Surrounding demographics suggest that the school will be 87% Latino/Hispanic and 3% White and Blacks at 3%.

Given that our surrounding neighborhood is not reflective of the LAUSD community, we will make it our prime objective to seek out a larger diversity of students for our school reflective of LAUSD. Some of these efforts include reaching out to diverse ethnic and racial groups within the target community as well as expanding our outreach efforts outside our target area, which includes San Fernando and Arleta, using flyers, presentations, word-of-mouth communication with current parent contacts, and local ethnic media outlets, such as the Sentinel Newspaper and the San Fernando Valley news and other Spanish editions and ethnic web sites such as La Opinion web site.

Gian Charter Academy will be open to all students residing in California who wish to attend.

C. NCLB Public School Choice Traveling Students

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

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

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

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

D. Federal Compliance/Court Ordered Integration

As a recipient of federal funds, including federal Title I, Part A funds, Gian Charter Academy 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. Gian Charter Academy understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Gian Charter Academy 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

Gian Charter Academy also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

**Court-Ordered Integration**
The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by 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.

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.

**SUMMARY OF OUTREACH ACTIVITIES**

<table>
<thead>
<tr>
<th>Method</th>
<th>Location/Partner/Organization</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Door-to-door flyer distribution</td>
<td>1 mile radius - Southeast Community</td>
<td>January - May 2013</td>
</tr>
<tr>
<td>2 Flyer distribution</td>
<td>Organizations and schools</td>
<td>January - May 2013</td>
</tr>
<tr>
<td>3 Electronic media - website</td>
<td>Lead petitioner and volunteers</td>
<td>completed - May 2013</td>
</tr>
<tr>
<td>4 Earned media - PR</td>
<td>Lead petitioner and volunteers</td>
<td>on-going to end of May 2013</td>
</tr>
<tr>
<td>5 Community meetings</td>
<td>GCA and lead petitioner</td>
<td>January - May 2013</td>
</tr>
<tr>
<td>6 Family meetings</td>
<td>Lead petitioner and volunteers</td>
<td>on-going to end of May 2013</td>
</tr>
</tbody>
</table>
ELEMENT 8: Admissions Requirements

"Admission Requirements, if applicable." Ed. Code § 47605 (b)(5)(H)

A. Non-discrimination

Gian Charter Academy will admit all students who wish to attend the school up to capacity, and at that point will be placed in a waiting list in order drawn from a random public lottery. There will not be a test or assessment to students prior to acceptance and enrollment into the school. Admission in Gian Charter Academy will not be determined by the student’s place of residence or of his/her parent or guardian, within this State as provided in Education Code Section 47605(d)(2).

Gian Charter Academy will actively recruit a diverse student population, including low achieving and low-income students, from the District and surrounding areas and will abide by all state and federal laws regarding admissions. Gian Charter Academy shall 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. Gian Charter Academy will abide by all state and federal guidelines regarding admissions and enrollment procedures, and the No Child Left Behind Act (NCLB).

The McKinney-Vento Homeless Assistance Act*

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

B. Admission Requirement

Gian Charter Academy is a school of choice. When applying for admissions, a written application is required from all students. Students may apply for admission at any time during the year. However, if the school has more admission applications than seats available, the school will hold a public
random drawing and admissions application will be held until subsequent enrollment periods for applicants that we have not randomly chosen to attend. Gian Charter Academy will have public open enrollment, January to May each year. The Board of Directors will set admission application deadlines for each enrollment period on an annual basis.

Upon such time that the new admission dates are created by the Board, our Outreach Plan tactics described on Element 7 will be utilized and implemented to make sure parents and community are aware of such changes. In addition, after school has been in operation, utilizing existing parent database, we will communicate directly with parents to inform them of the new application dates by mail or by email.

C. Application Process

The admission process is comprised of the following steps, respectively:
- Parent voluntary attendance at one of our weekly school orientation meetings
- Completion of a student admissions application
- Parent signature of School Commitment
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

Applications will be accepted during the open enrollment periods starting in August and December for enrollment in the following school year. Upon receipt of applications, each application will be numbered and stamped with the date and time. Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine enrollment for the impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following school year. Existing students will be exempt from the lottery.

Typically, the school will have its open enrollment in December and March. For the school’s first year, the dates are as follows:

Open Enrollment: February 1 – May 3, 2013
Lottery Date: May 4, 2013

D. Lottery Process
If there are more applications than there is capacity in a grade than the school can accommodate, a random public drawing will be held, using an impartial witness, such as local elected officials or members of the business community to pull numbers from a vessel holding potential student information cards or tickets. The date of the lottery will be announced in the public venues listed in the Community Outreach Plan, with at least one month for applicants to apply before the date of the lottery. Before the day of the lottery, families will be notified by mail or by email of the date and rules of the public lottery. If it is determined that a lottery must be forwarded, the lottery will take place on May 4, 2013 at 10am at the Gian Charter Academy location.

When there are more applications than there are seats available a public random lottery will take place. The lottery will be fairly executed in the following manner:

1. At the end of Open Enrollment, all “Intent to Enroll” applications will be counted by the Office Manager and Principal to determine if there are sufficient applications to fill vacant seats per grade level or class. If Principal and Office Manager discover that there are more applications than there are seats, it will be determined that a public random lottery will be held.

2. After the determination to hold a public random lottery, a date will be selected one week after the last day of “Open Enrollment.” A notice will then be sent by mail or email to all parents or interested observers with enrolled students and will be announced on our web site and weekly newsletter.

3. The Principal and Office Manager will send a letter to all applicants in the grade level or class that has been determined to require a public random lottery no later than seven days before the lottery date. The letter will state the date, time and location of the public random lottery. As well as other arrangements made by the school such as childcare or parking, and contact information. All public random lotteries will take place in the school grounds of the school requiring the lottery.

4. At the day of the lottery, in public view, all in-district, siblings and children of Board members applicants present will be called and will receive two duplicate lottery tickets; out-of-district applicant will be given one duplicate lottery ticket. After parents are notified by mail of lottery date 10 days before event by Gian Charter Academy, and after parents have confirmed their attendance by parents or otherwise, at the day of the lottery will be given duplicate lottery tickets for the drawing. Parents confirming that they will be at the lottery and who have notified Gian Charter Academy that they will not be in attendance, but have representation, will be given a duplicate lottery
ticket the day of the event. All tickets will be duplicate tickets, meaning two tickets will have the same number. One of the duplicate tickets will be given to the applicant and the other will be placed in a blank envelope with the grade level and class written on them. All lottery tickets will have the duplicate number, the students’ name and the class seat being raffled. Only those present will receive a lottery ticket. Those not present will be placed in a waiting list.

5. As the raffle begins, all the tickets for a particular grade level or class will be taken out from their envelopes and placed in a bowl or tumbler by the Principal or Clerk. An invited objective judge (may be a representative of the School District or public office) will then agitate the tumbler or bowl to secure a random outcome and will draw a ticket per seat being raffled. The ticket number and the name will be read out-loud and in public.

6. A designated clerk, appointed by the Board, will verify that the name and number match those on the duplicate ticket as they are being drawn. The clerk will record all names of the lottery winners and will deliver to them the same day a matriculation application packet for Gian Charter Academy.

7. The designated, objective clerk, (a non-parent) appointed by the Board will ensure that the grade level, name and number match those on the actual application and will gather all information and minutes of the lottery to present to the board. A record of the lottery will then be codified in the minutes of the Board of Directors.

8. When student seats for each grade level are filled or for those not having representation the day of the lottery, names will continue to be drawn to create an orderly waiting list of students to be called upon when a vacancy occurs. In the event that an emergency arises or a dispute occurs, a backup or follow-up lottery date will be scheduled

Preferences for available spaces, represented by an additional lottery ticket, will be granted to:

1. Students residing within the LAUSD boundaries as indicated by Education Code section 47605(d)(2)(B
2. Sibling(s) of a current student
3. Children of Founding Board members and current employees, not to exceed 10% of the school’s total enrollment

Gian Charter Academy shall be a public school of choice and as such will serve all and any students on a first come, first serve basis. When the number of students who wish to attend exceeds capacity, a Public Random Lottery will be called. At the day of the lottery, all applicants in the random public lottery will be given one lottery ticket to be drawn by an independent, non-interested person. Those applicants that fall under the “preferences”
category will be given an additional ticket per preference class to be included in the random drawing— for example: an applicant that is a non-LAUSD resident will receive only one lottery ticket. But, an applicant that is an LAUSD resident will receive two lottery tickets; and, an applicant that is both an LAUSD resident and a Sibling of a current enrolled student will receive three lottery tickets.

Preferences at Gian Charter Academy only mean that the applicant will receive an extra ticket in the Random Public Lottery, which will only increase the applicant’s chances of winning a seat through the lottery.

Upon the conclusion of the Random Public Lottery, the Principal or Office Manager will give each “winner” an enrollment packet to bring back to the school completed within 5 days and conclude the matriculation of the student into the school. If a parent or guardian has not completed the enrollment packet within 5 days after the lottery, a letter will be sent to the parent to ensure the student is still interested in enrolling in the school. The letter will include the deadline of 5 additional days to answer with a positive answer by coming in the school with the student and the paperwork completed or if a “not interested” answer is required it will be asked that it be made in person or by mail, then the seat will be given to the next person in the waiting list.

All names not admitted because of capacity will be retained in a waiting list. Upon an open seat, students will be admitted in the order they were drawn in each grade level. Students will be called and informed by mail of the open seat available by the Office Manager or designated clerk to the waiting list applicant. The letter will include the deadline of ten (10) working days to accept enrollment. Parents accept enrollment by completing an application or by accepting enrollment via mail or verbally in person or by phone. If student in waiting list does not accept the offer to enroll in the school within ten days, the next student in the waiting list will be called to enroll in the school through the same process.

Each lottery will be documented in the school’s lottery file and signed by the Administrator, clerks, and witnesses. A copy of each notification letter sent to a parent shall be kept in the same file, as well as acceptance or denial letters.

All lottery policies may be refined after the first year of operations or as deemed necessary, with the approval of LAUSD. If so, the charter school will notify the District of the new policies within 45 days of approval of the charter school’s Board of the revised policy, prior to the enrollment period in which the revised policies will be implemented.
ELEMENT 9: Financial Audits

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Ed. Code § 47605 (b)(5)(I)

A. Annual Independent Audit

Gian Charter Academy will be an independent, directly funded charter school operating in the LAUSD. Each year, the Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the school’s financial affairs. An accountant certified by the State of California with knowledge of school budget and accounting procedures will conduct the independent audit. This audit will be conducted according to generally accepted accounting practices (GAAP) and the Charter School K-12 Audit Guide regulations to verify the accuracy of the charter schools financial statements, attendance, and enrollment accounting principals and review the charter schools internal controls. On a daily basis, a system of internal controls will be instituted and maintained by the school’s Executive Director with the assistance of Back office provider, the charter school’s business services provider.

To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor.

Gian Charter Academy agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to LAUSD, the California Department of Education, and the State Board of Education by December 15th following each school year. Gian Charter Academy will provide interim financial data required by the district to fulfill its obligation to the county and state. Accordingly, the independent auditor as the LAUSD Office of the Inspector General will be presented with the following systems and procedures to conduct the required audit:

- Compliance with terms and conditions described in the approved charter
- Internal controls, operational and financial
- Board agendas, minutes and other information related to financial reporting
- The charter school’s debt structure
- Governance policies and procedures
- The charter school’s enrollment process
- Compliance with safety plans and procedures
- The process for attendance recoding and reporting
- Compliance with grant requirements

Fiscal statements audited by the independent auditor will be submitted to District within four months following the close of the fiscal year. The charter school’s audit committee will review any audit exceptions or deficiencies and report to the Gian Charter Academy school Board with recommendations on how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and the LAUSD. Audit exemptions will be addressed by the charter school with auditor within 30 to 60 days of reported findings prior to final report.

Gian Charter Academy agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to LAUSD, the California Department of Education, and the State Board of Education by December 15th following each school year. Gian Charter Academy will provide interim financial data required by the district to fulfill its obligation to the county and state.

**B. Audit Exceptions & Deficiencies to be Resolved**

Audit exceptions and deficiencies will be resolved in conference with independent auditor prior to the completion of the final report. The Treasurer of Gian Charter Academy Board of Directors will participate in the audit process along with the Administrator. The designated fiscal officer for the first year will be the Administrator, assisted by Backoffice provider. Gian Charter Academy will provide LAUSD with the final audit results by the 15th of December following the end of the school year. Audit exceptions and deficiencies in the final report will be resolved to the satisfaction of LAUSD. Gian Charter Academy will utilize attendance accounting procedures that will satisfy requirements for LAUSD, LACOE and CDE. To address audit findings, Gian Charter Academy will undertake three steps to address audit findings or exceptions: 1) auditor and Executive Director will re-inspect by revisiting background information, which inspectors will use to gage the finding’s context and to identify possible strengths and weaknesses; 2) the auditors will observe and examine the actual process, internal assessment or external tests, that may have cause the deficiency and discuss with staff or students and parents; and, 3) auditors will create a formal report that provides feedback to the School Leader, the Board, the State and LAUSD that outlines the strengths and weaknesses and any improvement recommendations.
C. Reports to District

Gian Charter Academy will submit the following reports to the District and the Los Angeles County Office of Education pursuant to Education Code 47604.33:

- Provisional Budget - due in Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections - November of operating fiscal year
- Second Interim Projections - February of operating fiscal year
- Unaudited Actuals - July following the end of the fiscal year
- Classification Report - monthly the Monday after close of the last day of the school month
- Statistical Report - monthly the Friday after the last day of the school month.

In addition:
- P1 - first week of January
- P2 - first week of April
- A weekly attendance report up to the fourth week prior to norm day submitted by new and existing charter schools - September
- First 20 days of instructional actual enrollment by grade level - October (for new charter schools, only)
- Other financial information needed by LAUSD to assess the fiscal condition of the charter school

D. District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in 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: Student Expulsions

"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605 (b)(5)(J)

A. Rules and Procedures

Students learn best in a safe and healthy environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. To set clear expectations of students, the student discipline policies at Gian Charter Academy will be further refined as the school accesses input from parents, teachers, and students. These policies will be distributed in the school’s Student Handbook and will describe the school’s expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse, among other topics. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Gian Charter Academy staff will develop a comprehensive set of student policies through the work of the Executive Committee that will include interested parents, students, and staff and addresses the California Education Code, Section 48900 for suspension and expulsion, by September 1st, 2013.

Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by phone or letter
- Referral to the Principal or Administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

A student may be suspended or expelled for any of the acts enumerated in the Ground for Suspension and Expulsion section that are related to school activities or school attendance that occur at any time, including, but not limited to, the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity
Prior to suspension/expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and Principal to support the student in the improvement of his/her behavior. The SST will develop specific modifications and intervention strategies for the student to follow. Student behavior will be monitored with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies may be suspended. Students who present an immediate threat to health and safety will be suspended.

**Progressive Discipline Plan**
The staff at Gian Charter Academy believes that every student should have the opportunity to learn skills and values that are necessary for personal development. In order for children to learn from their behavior, they must understand that they have choices and are accountable for their actions. They must be willing to acknowledge, correct and learn from their mistakes. In order to achieve this goal, it is necessary for students to behave in a safe and orderly way for an effective learning environment.

Parents and teachers will be actively involved in helping students understand their choices and that they have either a positive or negative effect. Our progressive discipline plan is designed to assist children in being aware of their behavior. It applies to classroom as well as playground and cafeteria behavior.

**Guiding Principles**
- **Respect:** Treat others the way I want to be treated; respect laws, rules, and school authority; treat people fairly and respect their rights; respect public and private property.
- **Responsibility:** take responsibility from my actions; choose how I respond to others; return what I borrow.
- **Appreciation of Differences:** look to the good in others; respect each person’s right to be different; see cultural diversity as an opportunity for learning
- **Honesty:** be honest with yourself and others; act with integrity; avoid spreading rumors or gossip
- **Safety:** engage in safe activities; keep body and mind healthy; choose only those things that are really good for me
- **Life-Long Learning:** come to school prepared to learn; give me best in everything I do; be open and alert to solutions

When students model the guiding principals, they will treat others with respect; find peaceful solutions; listen to each other; are drug free; keep school clean; have healthy friendships; produce their own work; maintain
honesty and integrity; show empathy and compassion; defend other’s rights; appreciate differences; respect the property of others; engage in safe activities, and do not tolerate bad activities.

To create a culture of discipline students are expected to:
1. Learn and follow school and classroom rules
2. Solve conflicts maturely, without physical or verbal violence
3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs
4. Be good role models and help create a positive school environment
5. Report any bullying harassment, or hate motivated incidents
6. Display good sportsmanship on both the athletic field and playground
7. Attend school on time, have school books and supplies and be prepared to learn
8. Keep social activities safe and report any safety hazards

Parent/Caregiver Responsibilities
Parents and caregivers and schools are partners in their children’s education. In order to create safe respectful, ad welcoming schools, parent support is needed to help children learn and follow school and classroom rules. Parents are the most important persons in a child’s life, and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child’s behavior at school. These are some tips for parents:

- Learn the rules for your child’s school and make sure you and your child understand them
- Involve you child in the establishment of the rules in the home
- Participate in the child’s education, help with homework, speak to their teachers, attend school functions
- Use a positive approach when disciplining your children; say more “do this” than “don’t do that; set limits
- Help your child develop a network of trusted adults to provide additional support when needed
- Teach your child to resolve problems
- Recognize your child’s accomplishments and improvements
- Help your child understand the value in understanding individual differences
- Help your child find ways of expressing anger without verbal attacks of physical violence
- Keep an open communication with your child
- Set an example for them
Outlined and comprised in the Gian Charter Academy’s Progressive Discipline Plan sheets (Appendix Z for Plan Sheets), which will be utilized in the classroom, stipulates behaviors that will not be allowed at school. Also outlined are the possible consequences of engaging in such behaviors. Each teacher will have the Discipline Behavior Sheets in which teachers will record each disciplinary incident. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the Consequences. All intervention reports and citations will be kept on file in the classroom before behavior escalates to Level D Behaviors, such as Possession of a Weapon, will require Suspension or Expulsion. Students not presenting an immediate threat to health and safety will be immediately dealt with first utilizing alternatives to Suspension and Expulsion:

- Alternative programming; change of class; independent study
- Behavior monitoring; progress report cards
- In-school alternatives; social-emotional skills training
- In-school community service
- Counseling
- In-school parent supervision
- Problem solving/contracting

(Discipline Plan Sheets Attached in PDF for Appendix Z)

**Suspension and Expulsion**

Gian Charter Academy Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Gian Charter Academy’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements.

Gian Charter Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of Gian Charter Academy Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.
Gian Charter Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at Gian Charter Academy’s Executive Director or Principal’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work will be obtained by Principal from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension.

Work will be obtained by Principal from teachers the afternoon of the out of school suspension and placed in the front office to be available for pick up by a parent or guardian.

**Grounds for Suspension and Expulsion**
“A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to” Education Code Sections 48900 et seq. As outlined in noted Ed Code, Sections 48900, et seq. a student shall be recommended for suspension and expulsion for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any
object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal

- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
• Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma
• Engaged in, or attempted to engage in, hazing as defined in Section 32050
• Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
• Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
• Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3
• Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4
• Made terroristic threats against school officials, school property or both. Section 48900.7

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The Principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and or session with a mental health professional.

Grounds for Immediate Suspension and Expulsion
The charter school Principal must immediately suspend and recommend for expulsion according to Education Code Section 489159, which states that “The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds”:

• Possessing, selling, or otherwise furnishing a firearm
• Brandishing a knife at another person
• Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
• Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900
• Possession of an explosive
• Violation of the Federal Gun-Free Schools Act of 1994
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

The 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.

B. Alternatives

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and truancies are dealt with through Gian Charter Academy attendance policy and are not in of themselves a student discipline issue.

C. Suspension Process

The teacher shall immediately report a student disrupting the health and safety of the classroom and school for possible suspension to the Principal, who will then decide appropriate action. The pupil will be sent to the Principal for appropriate action, which may include suspension from school or other disciplinary measures, which will be reported to Executive Director and recorded in student’s records.

Suspensions from School shall be initiated according to the following procedures:

- **Conference**
  Suspension shall be preceded, if possible, by a conference conducted by the Administrator/Principal or a designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Administrator/Principal. The conference may be omitted if the Administrator/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If
a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days of offense, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- Notice to Parents/Guardians
  At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If Principal or Executive Director wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

- Notice to Parents/Guardians
  At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Principal or Executive Director wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written
notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

Length of Suspension
The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation to charter school has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work will be obtained by administration from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension. Work will be obtained by administration from teachers the afternoon of the out of school suspension and placed in the front office to be available for pick up by a parent or guardian.

- Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be considered for expulsion after receiving suspensions totaling 20 days in a single school year. The number of days a student receiving special education services can be suspended no more than ten (10) days in a school year.

Upon a recommendation of Suspension/Expulsion by the Executive Director/Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director/Principal or designee upon either of the following
determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

- **Suspension Appeal Process**

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days directly to the Executive Director. The Executive Director will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the Executive Director determines that the student has not violated one of the rules in the Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

- Gian Charter Academy’s Executive Director will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Executive Director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.

- Based on the information submitted or requested, Gian Charter Academy’s Executive Director may make one of the following decisions regarding the suspension.
  
  - Uphold the suspension
  - Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

- Gian Charter Academy Executive Director will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the charter school Principal.

**Authority to Expel**
The Gian Charter Academy may expel a student upon the recommendation of an Administrative Panel. The Administrative Panel is to be appointed by the Gian Charter Academy Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion to the Board of any student found to have committed an expellable offense.

**Expulsion Procedures**

Students recommended for expulsion by Principal or Executive Director are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

All expulsions cases will be heard by an independent Administrative Panel. And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Under the direction of the Administrative Panel, the Principal or the Office Manager will give written notice of the hearing to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the governing Board of Gian Charter Academy who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the Board of Director's hearing.

Process of Expulsion Hearing
The Principal or Executive Director files papers with the Board designee (Board Secretary) that are available for review by the student and parent or guardian. These papers may include, but are not limited to: attendance and grades; records of previous offenses; a statement of the facts of the case created by the Executive Director or Principal; a statement of facts surrounding the case made by witnesses. The Board designee may subpoena witnesses. The student and his/her advocate prepare their presentation to the Board and, if necessary subpoena witnesses.

The student and his/her advocate prepare their presentation to the Board and, if necessary subpoena witnesses.

i. The Expulsion Hearing will be conducted in a closed session, unless requested by student or representative in writing to be help in public at least five (5) calendar days prior to hearing and does not violate other student privacy rights.
ii. The Board will deliberate on expulsion in closed session whether the hearing is in public or in public session.

iii. The student’s parents or representatives may address the Board prior to their deliberation. If the Board admits any other person to the closed session, the parent, student and counsel shall be allowed to attend closed session (EC 48918(c).

iv. A record of Board hearing will be made and may be maintained by any means, including electronic or digital recording, as long as reasonably accurate and complete written transcription of the proceedings can be made (EC48918(g).

v. The presentation of evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable person can rely in the conduct of serious affairs. Technical rules of evidence do not apply to expulsion hearings. Hearsay is an acceptable form of evidence and is admissible. In case where a search of a student’s person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record (EC 48918(f,h)). Findings of fact shall be based on the evidence at the hearing.

vi. Board deliberates and makes a decision to expel. If the decision is to expel, the student will immediately be returned to his/her educational program. The Board’s decision not to expel shall be final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**Written Notice to Expel**

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Gian Charter Academy.
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- The student’s name
- The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Gian Charter Academy shall notify the superintendent of the school district of the pupil’s last known address within
30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

**Disciplinary Records**  
The charter school shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the charter school. These files will only be accessible to Gian Charter Academy Executive Director, Principal, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

**Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses**  
Gian Charter Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by Gian Charter Academy or a hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Gian Charter Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person or group conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person or group conducting the expulsion hearing may also limit
time for taking the testimony of the complaining witness to the hours
he/she is normally in school, if there is no good cause to take the
testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be
admonished that the hearing is confidential. Nothing in the law
precludes the person presiding over the hearing from removing a
support person whom the presiding person finds is disrupting the
hearing. The person conducting the hearing may permit any one of the
support persons for the complaining witness to accompany him or her
to the witness stand.

7. If one or both of the support persons is also a witness, Gian Charter
Academy must present evidence that the witness' presence is both
desired by the witness and will be helpful to Gian Charter
Academy. The person presiding over the hearing shall permit the
witness to stay unless it is established that there is a substantial risk
that the testimony of the complaining witness would be influenced by
the support person, in which case the presiding official shall admonish
the support person or persons not to prompt, sway, or influence the
witness in any way. Nothing shall preclude the presiding officer from
exercising his or her discretion to remove a person from the hearing
whom he or she believes is prompting, swaying, or influencing the
witness.

8. The testimony of the support person shall be presented before the
testimony of the complaining witness and the complaining witness
shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the
hearing is to be conducted in the public at the request of the pupil
being expelled, the complaining witness shall have the right to have
his/her testimony heard in a closed session when testifying at a public
meeting would threaten serious psychological harm to the complaining
witness and there are no alternative procedures to avoid the
threatened harm. The alternative procedures may include videotaped
depositions or contemporaneous examination in another place
communicated to the hearing room by means of closed-circuit
television.

10. Evidence of specific instances of a complaining witness' prior sexual
conduct is presumed inadmissible and shall not be heard absent a
determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

D. Process for Rehabilitation, Readmission, Interim Placement

Expelled Pupils/Alternative Education
In the event of a decision to expel a student from Gian Charter Academy, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

Expelled Pupils/Alternative Education
In the event of a decision to expel a student from Gian Charter Academy, the Gian Charter Academy administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

Expulsion Transfer Student Admission
If a student is under an expulsion order from another school district (LEA), all information must be provided to the Gian Charter Academy Board of Directors for review. The Gian Charter Academy Board of Directors will determine if enrollment will be granted. The decision to admit an expelled pupil from another school district or charter school shall be in the sole discretion of the Board. To determine if student is “rehabilitated,” the Principal will hold a meeting with the pupil and guardian or representative to determine progress and challenges. The Principal will make the determination whether the pupil has successfully completed the rehabilitation plan, from Gian Charter Academy or from the sending school, and will determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation to the Board following an investigation as to the student’s progress in his/her Rehabilitation Plan and causes for expulsion. The pupil's readmission is also contingent upon the charter school's capacity at the time the student seeks admission. All expelled students from other schools and enrolled at our school will begin their time at Gian Charter Academy by acknowledging with a signature that they’ve read our Parent/Student handbook, which outlines the school's
Guiding Principles and Behavior and Consequences continuum. The parent, the student and the charter school will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student’s success at Gian Charter Academy.

**Expulsion Appeal Process**

After Administrative Panel has sent the written notice to the parent/guardian of a student expulsion, a request for appeal must be sent by mail or hand delivered to the Gian Charter Academy Executive Director within five (5) working days. The student will be considered expelled until an appeal hearing is convened. The appeal itself will occur within ten (10) working days after the written notice to appeal has been received by the Administrator, and must be attended by parent(s)/guardian(s). The hearing will be held by a fair and impartial panel of uninterested representatives appointed by Gian Charter Academy Board and headed by the Board’s Secretary or Board designee. The panel’s decision will be final. To appeal an expulsion:

1. A request must be received by the Board Treasurer or Board designee within five (5) working days of the written notice to expel has been received by parent or representative. Hearing will take place ten (10) days after the written notice is received by the parents and must be attended by the parents or representative.

2. Board will review the original expulsion decision and documents, and allow parents to present their appeal.

3. The Board will deliberate in closed session and make final decision and notify parents within 3-5 days.

**Rehabilitation Plans**

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. 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.

**Reinstatement**

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.

**Readmission**
The Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered 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.

**Readmissions Due Process**
In the event an expelled student is denied readmission to Gian Charter Academy, after the investigation and meetings by the Principal to determine that the student had made significant progress in their Rehabilitation Plan or they were deemed to possess no threat to the safety of the Gian Charter Academy students, the student will be notified by the Board in writing of the decision not to admit. The notice to the parent or guardian will be mailed three (3) days after the Board determination and will include the following:

1. Notice of the previous specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Gian Charter Academy
3. Findings by the Board on the Principal’s investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
4. Alternative area schools
5. New admissions eligibility date

**Special Education Students***
In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the
Charter School’s Executive Director 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?

**Outcome Data***
Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Gun Free Schools Act***
The Charter School shall comply with the federal Gun Free Schools Act.

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 ensure 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 Support Unit, Division of Special Education.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the
Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment.

- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter’s failure to implement 504 Plan?
ELEMENT 11: Retirement Programs and Staff Issues

"The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605 (b)(5)(K)

A. Retirement Program

Gian Charter Academy will make participation in State Teachers’ Retirement System (STRS) available to teachers, Public Employees Retirement System (PERS) and a volunteer 403b program will be available to other eligible persons working at the school. All salary withholdings from employees and the charter school contribution will be forwarded to the STRS fund as required. Gian Charter Academy will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Executive Director shall be solely responsible for ensuring that such retirement coverage is arranged or administered through the school’s business services provider, Back office provider, and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3. Gian Charter Academy Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Employee benefits
Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided to all qualified employees by the charter school upon employment contract. Life, health, dental, vision, and related benefits will also be provided to all full-time employees. All Certificated employees will receive STRS and all Classified employees working above 20 hours per week and working above 1000 hours per school year will receive PERS.

Employee Code of Conduct
All employees of Gian Charter Academy will be expected to engage in a professional manner with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing Gian Charter Academy. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal
laws.

**Work Schedules**
Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. Teachers will work a calendar year comprised of 11 months, which will include professional training beyond the regular teaching schedule. Office and maintenance staff will also work a calendar year of 11 months. Staff members are expected to work closely together and with the administration to develop the supportive educational culture. Staff will be expected to attend meetings, in-service training and similar events and functions in the interests of the school and its mission. Staff will be expected to work a 40-hour week with extra time required at certain times of the school year.

Additional changes or additions to the Employee Handbook, i.e., calendars, holidays, vacations, work day and year, will from time to time be reviewed and updated by the School Site Council and presented to the Board for approval. Gian Charter Academy will comply with all the regulations pursuant to California Labor Code 233 and it will retain the right to alter any of the stated time off policies in the future.

**Paid Time Off**
Employees are granted a specific allotment of paid personal time each calendar year based upon their employment status and their length of service with the charter school.

Gian Charter Academy Paid Time Off (PTO) program combines vacation, personal time, and sick benefits into a single PTO bank. The PTO program is designed in response to employees' needs for time off and allows eligible employees to receive their wages for qualified time off work. All regular and temporary full-time and part-time employees are eligible once they satisfy their trial service period.

If you are employed by the charter school on a full-time basis as of the first day of the school year you are entitled to paid time off according to the schedule below.

As of the first day of the school year:
- Zero to three years –15 days
- Four to six years –17 days
- Seven+ years –20 days
The maximum amount of PTO that a full-time employee who works 40 hours a pay period can accrue each year is fifteen (15) days per year, note that 11 days have been pre-assigned for holidays.

**Bereavement**
A full-time employee of the charter school may request a leave of absence with pay for a maximum of three (3) consecutive working days with pay from PTO upon the death of a member of his or her immediate family. Members of the immediate family are defined as: father, mother, spouse, child, sister, brother, grandmother, grandfather, father-in-law, or mother-in-law. Your supervisor must approve all bereavement time, and the School may request verification of the facts surrounding the leave and grant or deny the leave as deemed appropriate. Bereavement leave will not be paid if it occurs when the employee is on vacation or leave of absence, absent due to illness or injury, or not working due to a paid holiday.

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

- Voluntary termination or resignation
- Involuntary termination or discharge. When an employee is terminated or discharged, the Executive Director or Principal will terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. Good cause is defined as a cause that would reasonably impel the average, able-bodied, qualified worker to give up his or her employment. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Executive Director or the Principal determines that the employee poses a threat to the health, safety, or welfare of the school or students- in that case, the employee will be removed from the campus immediately.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below in the Staff Due Process section.
B. Grievance Procedures for Parents and Students

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

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

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

C. Staff Due Process

All staff members will have due process rights that include:
- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing
- Right to appeal before a free, state arbitrator

Any employee who seeks to complain about an improper action by any employee of Gian Charter Academy may bring a complaint to the Principal or Executive Director for an informal discussion with the goal of resolving whatever issue. The employee must submit:
- A written complaint to the Executive Director or Principal to seek resolution. Throughout this process, each party has the right to legal representation. The Executive Director or Principal is responsible for:
  - Documenting and reviewing all allegations and complaints made
  - Provide fair judgment based on the merits of the case within ten (10) working days
  - Provided information on the process to appeal the decision
Staff Determination Appeal Process
If an employee is not satisfied with the Executive Director or Principal’s determination and or the internal process, then an employee must:

- **Appeal:** Submit a written Appeal to the Board of Directors’ Personnel Committee Chair within ten (5) calendar days after the determination. The Committee is composed of at least three self-selected members of the Board of Directors, which have the responsibility to hear and decide questions regarding personnel issues. The appeal shall state the allegations, decision that is being appealed and the action requested of the charter school. The Chair shall serve a copy of the appeal to the full Board, the Committee and upon legal counsel if represented.

- **Hearing:** Within thirty (30) days after receiving the appeal from the petitioner, the Personnel Committee Chair shall consult with the parties to set a mutually agreeable date for hearing.

- **Evidence:** Once an appeal is received by the Chair, all documents relating thereto shall be filed directly with the Chair during the pendency of the appeal. Copies of all documents submitted shall be provided simultaneously to Board, opposing counsel and or to unrepresented parties.

- **Burden of Proof:** In disciplinary actions, the Chair has the burden of proving cause for the discipline by a preponderance of the evidence.

- **The Public:** Every hearing shall be public, unless the Chair closes the hearing for good cause, such as a request made by the employee to have a closed hearing. Individual parties may be represented by themselves or by an attorney.

- **Limiting Information:** The Chair may issue protective orders limiting access to information obtained in the course of a hearing.

- **Decision:** The Chair shall issue a decision in the form of a preliminary order. The preliminary order shall explain the right to file an explanation to the staff file. A motion for reconsideration is not permitted.
If the employee is not satisfied with the Board’s Personnel Committee’s resolution, the employee may seek further remedy to the appropriate state and federal agencies

**D. Staff Recruitment, Selection and Evaluation**

As noted in Element 5: Employee Qualifications section, all staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. As previously mentioned above, the Principal will hire all instruction staff. The Principal will create a committee and will receive recommendations from such a committee on candidates that are best suited for the school based on qualifications. Selection will be based on the demonstrated ability to perform required job duties and knowledge of the IB program and or other related curriculum or program that involves the development of the whole child. Candidates that are offered employment will receive a written notice from Gian Charter Academy of the job offer and will require candidates accept job offer in writing.

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual contract. The Board will have final approval over all hiring.

Gian Charter Academy 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.

When there is a vacancy in the instruction staff, the Principal will establish an ad hoc Hiring Committee, which will:

- Create Job Announcement
- Create marketing campaign using advertising and promotions
- Recruit potential teachers creating a pool of candidates by requesting resumes
- Select “best-fit” candidates for interviews
- Receive Board approval on all hiring recommendations
Gian Charter Academy will recruit all personnel, which believe in the vision and mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Gian Charter Academy will possess the personal characteristics that will model the IB tenets.

All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the school. Gian Charter Academy will also require of all employees to furnish before the first day of start:

- 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
- Documents establishing legal status

E. Assessment and Performance

As noted in Element 5: Employee Qualifications section and Appendix I all staff will be assessed through a three-part process that includes observations, evaluation rubrics, and interviews. The evaluation for teachers will include at least one formal observation, the Principal and teacher completion of a job specific rubric, and an end of the year interview. The following outcomes will also be assessed in the process.

All teachers will:
- Deliver a quality, enriched, and powerful curriculum that is aligned to state content standards and the mission and vision that leads to improvement of student learning
- Effective teaching practice and performance of job duties as assigned
- Provide continual assessment of student progress and use that information to evaluate classroom performance towards meeting the needs of every student
- Strive for continuous and open communication with school staff, parents, and community members

All other staff will:
- Perform the daily tasks included in their job description
- Strive for continuous and open communication with school staff, parents, and community members

Evaluations will be conducted annually by the Principal and the Executive Director and will present the findings to the Board of Directors. Should a teacher maintain a satisfactory status in regards to these three criteria,
he/she will move up one step per year on a pay scale that is competitive with local LAUSD schools, if funding is available.

The Gian Charter Academy Board of Directors will evaluate the Executive Director based on the following:
- Achievement of the mission and vision of the school
- Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising
- Maintenance and oversight of fiscal activities and sound budget

The Executive Director will evaluate the Principal and report to the Board on the following:
- Development and guidance of the academic program to high academic success
- Development and maintenance of parent involvement
- Maintenance and oversight of education-related budget and sound budget
- Development and maintenance of a positive school culture
- Development and maintenance of parent involvement

Appropriate records of credentials held by Gian Charter Academy teachers and supporting documentation will be monitored and maintained by the school Principal and Office Manager. Credentials will be monitored annually in compliance with state and federal law by the school site Principal and Office Manager. The charter school will maintain current copies of all teacher credentials and they will be readily available for inspection.
ELEMENT 12: Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

A. Compliance

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue an inter-district-transfer in accordance with existing enrollment and transfer policies of the District.*

Alternative schools for students living within the LAUSD attendance area will be the same as those offered to all other students currently residing in the district. The parent or guardian of each student enrolled in the charter school will be informed in writing that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency. The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

Pupils who choose not to attend Gian Charter Academy may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.
ELEMENT 13: Employee Rights

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed. Code § 47605 (b)(5)(M)

Gian Charter Academy will hire staff based on an open process, and if hired, will enter into a contractual agreement with the charter school. Any district union employee who is offered employment and chooses to work at Gian Charter Academy will not be covered by his or her respective collective bargaining unit agreement, although Gian Charter Academy may extend the same protections and benefits in individual employee contracts.

Gian Charter Academy will consider entering into a collective bargaining agreement with its employees if the employees and Board of Directors jointly elect to do so. Otherwise, all employees will be individually contracted at a salary level competitive to the District’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

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.*
"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Ed. Code § 47605 (b)(5)(N)

*The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and 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 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: Gian Charter Academy  
   c/o Board Chair Bhupinder Kaur Malik  
   9989 Laurel Canyon Blvd. Pacoima, CA 91311

   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 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own 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.
"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code)." Ed. Code § 47605 (b)(5)(O)

The 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). As such, Gian Charter Academy will comply with all provisions of the Educational Employment Relations Act ("EERA"), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

In case of school closure, as outlined in Element 16, Closure Procedures, Section 7, for six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by Prepa Tec, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated upon Closure Action.

The 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 Closing Protocol

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605 (b)(5)(P)

Revocation
The District may revoke the Charter if 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 Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Gian Charter Academy committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Gian Charter Academy failed to meet or pursue any of the pupil outcomes identified in the charter.
- Gian Charter Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Gian Charter Academy 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 Gian Charter Academy in writing of the specific violation, and give the Gian Charter Academy 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
The decision to close Gian Charter Academy either by the Gian Charter Academy governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed
A charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Gian Charter Academy will be issued by Gian Charter Academy 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 Gian Charter Academy 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 Gian Charter Academy 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 Gian Charter Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure

2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.

3. Information on student completion of college entrance requirements for all high school students affected by the closure

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This
notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

**School and Student Records Retention and Transfer**

Gian Charter Academy 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.

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.

Gian Charter Academy 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 Gian Charter Academy. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Gian Charter Academy will be the responsibility of the Gian Charter Academy and not LAUSD. Gian Charter Academy understands and acknowledges that Gian Charter Academy will cover the outstanding debts or liabilities of Gian charter Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. Gian Charter Academy 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 Gian Charter
Academy participates, and other categorical funds will be returned to the source of funds.

Gian Charter Academy shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
b. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Gian Charter Academy 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 Gian Charter Academy 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 Charter School to
cease operation. 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: District-Owned Facilities:**
If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. 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.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and
incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  
  (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  
  (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE
FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School 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. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.
**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](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.

**B. Additional Requirements**

**Administrative Services**
Fiscal policy is set by the Board and day-to-day operations will be carried out by the Administrator, Principal and staff. The accounting system will adhere to Generally Accepted Accounting Principles, and there will be adequate internal controls within the system. Our business service provider will provide business consultation and support to the Administrator and Principal. The Administrator will oversee the work of our business service provider, which will handle the timely and appropriate reporting regarding budget, attendance, etc. Reporting will be implemented in accordance with specific agreements between the school and the Los Angeles Unified School District in compliance with applicable law.

Administrative policy will be set by the Board and will be carried out by the Administrator, Principal and staff. The responsibilities for evaluating staff will be divided by the Administrator and the Principal. Administrator will evaluate the Principal and administration staff based on job criteria and responsibilities outlined in Element 5: Employee Qualifications. The Principal will evaluate the instruction staff based on job criteria and responsibilities outlined in Element 5: Employee Qualifications.

All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. As previously mentioned in Element 5, Employee Qualifications, all instructional staff will be hired by the Principal; the Administrator will hire all administration staff, all with the final approval by the Board.

**Financial and Budget Matters**
Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and will be
continually refined through the May Revise to the State Budget Act. Budgeted resources will always be consistent with school goals as identified by the School Board. Budget projections for the first three years of operations are detailed in the Gian Charter Academy’s 5 year Budget in the Appendix.

Each year, the Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the school's financial affairs. An accountant certified by the State of California with knowledge of school budget and accounting procedures will conduct the independent audit. This audit will be conducted according to generally accepted accounting practices (GAAP) to verify the accuracy of the schools financial statements, attendance, and enrollment accounting principals and review the schools internal controls. On a daily basis a system of internal controls will be instituted and maintained by the school Administrator with the assistance of the school’s business services provider.

Gian Charter Academy will submit financial statements to LAUSD, CDE, the State Superintendent of Instruction, Los Angeles County Office of Education (Los Angeles County Office of Education), and any other state or federal agency as required by applicable law.

**Charter School Revolving Loan Fund**

Notwithstanding other provisions of law, a loan may be made directly to a charter school only in the case of a charter school that is incorporated. Gian Charter Academy will apply for funding from the Charter School Revolving Loan, in accordance with applicable law. We may receive a loan from the Charter School Revolving Loan Fund, which are awarded to those schools that qualify to receive funding pursuant to California Education Code Chapter 6 (commencing with section 47630) upon application of a charter school and approval by the Superintendent of Public Instruction. A loan is for use by the charter school during the period from the date the charter is granted pursuant to California Education Code section 47605 to the end of the fiscal year in which the charter school first enrolls pupils. Money loaned to a charter school pursuant to this section will be used only to meet the purposes of the charter granted pursuant to previously mentioned code.

Gian Charter Academy accepts and understands obligations to comply with the California Education Code section 41365 regarding the Charter School Revolving Loan Fund. Commencing with the first fiscal year following the fiscal year Gian Charter Academy first enrolls pupils, the Controller will deduct from apportionments made to the charter school, as appropriate, an amount equal to the annual repayment of the amount loaned to Gian Charter Academy for the charter school. The Controller, in equal annual
amounts, will deduct repayment of the full amount over a number of years agreed upon between the loan recipient and the State Department of Education, not to exceed five years for any loan.

Gian Charter Academy acknowledges that it must commence operations by September 30 to be eligible for that fiscal year’s ADA-based state General Purpose revenue. Our first day of school will be August 20th, 2013.

**Revenue Flow**

Gian Charter Academy will work cooperatively and collaboratively with CDE, LAUSD, and Los Angeles County Office of Education personnel to achieve direct revenue flow from CDE to Gian Charter Academy. The Los Angeles County Office of Education will transfer funds transferred directly from CDE to Gian Charter Academy into our school account in the Los Angeles County treasury in the most expeditious manner possible. Gian Charter Academy will apply directly for all categorical funding that is not included in the block grant. All funds received for Special Education students will be strictly earmarked for that purpose, including funding received for Title I students and other subgroups.

**Purchasing and Contracting**

Gian Charter Academy will utilize effective, ethical business practices, which will result in the best quality at the best price. Generally, contracts for major services, equipment, and alterations and improvements that will exceed $45,000 will be open to multiple bidders.

The Board of Directors and Executive Director have used the guidance of the Uniform Public Construction Cost Accounting Act (“Act”) that was created to promote the uniformity of cost accounting standards and bidding procedures on construction work performed or contracted by public entities in California. Pub. Contract Code, § 22000 et seq.

The Act raises the formal bid thresholds for public entities to $125,000 and sets forth specific informal and formal bidding procedures. This means that a public entity that has affirmatively adopted the Act can use “informal bidding procedures,” as defined by the Act, to award public projects between $30,000 and $125,000.

The Act requires public agencies to notify the public when formally bidding contracts in excess of $125,000, as a part of the Act’s formal bid procedures.

In summary, a public entity should balance the benefit of obtaining a higher formal bid threshold against the burden of generating contractor lists on an
annual basis, providing notice to all interested contractors on the list and the
specified trade journals each time the public entity bids a contract between
$30,000 and $125,000, and notifying the trade journals each time the
public entity formally bids a construction contract over $125,000.

**Informal Bidding Procedures**
Pursuant to the Act, there are three different types of contracts which, for
simplicity of discussion, are labeled as the following:
- **Small**: Contracts for Public Projects under $30,000
- **Medium**: Contracts for Public Projects between $30,000 and $125,000
- **Large**: Contracts for Public Projects Over $125,000

**Attendance Accounting**
Attendance accounting procedures will satisfy CDE, Los Angeles County
Office of Education, and LAUSD requirements. Official registers will be
completed on a monthly basis, documenting the month's attendance.

**Impact on Charter Authorizer**
Gian Charter Academy will be responsible for all its own personnel salary and
health benefits, provisions and costs. Gian Charter Academy will outsource
administration of payroll and other functions to our business service
provider, which understands school business practices and has the expertise
to carry out these administrative functions.

In the event that any administrative services are to be purchased from
LAUSD by Gian Charter Academy, the specifics will be agreed to in a
Memorandum of Understanding between Gian Charter Academy and LAUSD,
or in other mutually agreed contracts.

**Potential Civil Liabilities Effects**
Gian Charter Academy is responsible for matters of civil and financial liability
resulting from the operation of Gian Charter Academy. Gian Charter
Academy will carry levels of general liability, property, workers'
compensation, Directors and Officers, and unemployment insurance
appropriate for the size and scope of the school's operation.

Gian Charter Academy will provide to LAUSD all requested information using
District forms, including the ethnic survey. Gian Charter Academy will
provide LAUSD with a system that can interface with the LAUSD Student
Information System (SIS) for all enrolled students to assist with compliance
monitoring. After Gian Charter Academy submits the ethnic survey
information during the first year of operation, Budget Services, Financial
Planning Division and the Office of Student Integration Services will use the
information listed below for compliance purposes:
- Norm Day Classification
- Total School Enrollment
- Number of Students by Grade Levels
- Number of Students by Ethnicities and Grade Levels
- List of all highly qualified Certificated Personnel in core subjects as defined in No Child Left Behind and State policy and regulations
- List of Teachers in Non-core Subjects
- Fiscal Year-End Financial Report
- Number of Students Living Outside of LAUSD Attendance Area
- List of Register-Carrying Teachers in Classroom

**Liability and Indemnity**
Gian Charter Academy will be deemed to be a “school district,” an LEA for purposes of section 41302.5 and sections 8 and 8.5 Article XVI of the California Constitution.

The Board, the school administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of Gian Charter Academy, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like. LAUSD will not be liable for the debts or obligations of Gian Charter Academy.

Gian Charter Academy will secure and maintain appropriate workers compensation, as well as liability coverage, bond coverage, and insurance coverage, providing for, among other things, insurance for operation and procedures, personal injury, and property, fire, and theft as specified in Element 6 of this charter petition.

Gian Charter Academy is an incorporated entity acting as an independent legal entity. The charter school has complete liability for all actions of the Gian Charter Academy and its employees in the performance of their duties. In the event that the charter school is dissolved, all remaining assets will be liquidated and all creditors will be paid first and will comply with disposition of assets procedures stated in the charter petition under Element 16.

**Communicational Clause**
All correspondence from the charter-granting agency, other than that specified under Element 14 of this Petition should be mailed via the U.S. Postal Service to:

Gian Charter Academy  
c/o Bhupinder Kaur Malik  
9989 Laurel Canyon Blvd.
Severability
If any clause is found to be invalid for any reason, all other clauses remain in effect. This clause does not in any way affect the ability of LAUSD to revoke the charter under powers and laws provided by state law.
Appendix

Appendix A. Corporate Bylaws

BYLAWS OF
GIAN CHARTER ACADEMY, INC.
Appendix B. Articles of Incorporation
Appendix C. Budget – startup and three years
Appendix D. Signatures; 50% Parents or teachers
Appendix F. Resumes of Board members
# GIAN CHARTER ACADEMY

## Safety Plan

### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>CAMPUS SAFETY AND SECURITY</strong></td>
<td>2</td>
</tr>
<tr>
<td>Entrances and Exits</td>
<td>2</td>
</tr>
<tr>
<td>Traffic and Pedestrian Safety</td>
<td>2</td>
</tr>
<tr>
<td>Releasing Students</td>
<td>3</td>
</tr>
<tr>
<td>Visitors Policy</td>
<td>4</td>
</tr>
<tr>
<td>Fingerprinting Policy</td>
<td>4</td>
</tr>
<tr>
<td>Registered Sex Offender Policy</td>
<td>5</td>
</tr>
<tr>
<td><strong>EMERGENCY PREPAREDNESS</strong></td>
<td>7</td>
</tr>
<tr>
<td>Drills</td>
<td>7</td>
</tr>
<tr>
<td>Civil Defense Procedures</td>
<td>7</td>
</tr>
<tr>
<td>Alert Signals</td>
<td>7</td>
</tr>
<tr>
<td>Staff Responsibilities</td>
<td>8</td>
</tr>
<tr>
<td>Emergency Procedures</td>
<td>9</td>
</tr>
<tr>
<td>First Aid</td>
<td>9</td>
</tr>
<tr>
<td><strong>DISASTER PLANS</strong></td>
<td>9</td>
</tr>
<tr>
<td>Fire</td>
<td>9</td>
</tr>
<tr>
<td>Earthquake</td>
<td>9</td>
</tr>
<tr>
<td>Flood/ Severe Weather</td>
<td>10</td>
</tr>
<tr>
<td>Electrical Failure</td>
<td>10</td>
</tr>
<tr>
<td>Gas Line Break</td>
<td>10</td>
</tr>
<tr>
<td>Water Main Break</td>
<td>10</td>
</tr>
<tr>
<td>Water Contamination</td>
<td>10</td>
</tr>
<tr>
<td>Chemical Spill/ Incident</td>
<td>10</td>
</tr>
<tr>
<td>Lockdown/Shooting Incident</td>
<td>11</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>11</td>
</tr>
<tr>
<td>Explosion</td>
<td>11</td>
</tr>
<tr>
<td>Death/Suicide</td>
<td>12</td>
</tr>
<tr>
<td>Suicide Prevention</td>
<td>12</td>
</tr>
<tr>
<td>Intruders/ Vicious Animals</td>
<td>12</td>
</tr>
<tr>
<td><strong>SCHOOL UNIFORMS</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>STUDENT DISCIPLINE</strong></td>
<td>13</td>
</tr>
<tr>
<td>Discipline in General</td>
<td>13</td>
</tr>
<tr>
<td>Suspension</td>
<td>13</td>
</tr>
<tr>
<td>Expulsion</td>
<td>16</td>
</tr>
<tr>
<td><strong>ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY</strong></td>
<td>17</td>
</tr>
<tr>
<td>Students</td>
<td>17</td>
</tr>
<tr>
<td>Employees – Sexual Harassment</td>
<td>18</td>
</tr>
<tr>
<td>Employees – All Other Kinds Of Discrimination Or Harassment</td>
<td>20</td>
</tr>
<tr>
<td><strong>PREVENTION OF CHILD ABUSE POLICY</strong></td>
<td>20</td>
</tr>
<tr>
<td>Reporting Suspected Abuse/Neglect</td>
<td>20</td>
</tr>
<tr>
<td>Reporting Problems At The School Site</td>
<td>21</td>
</tr>
<tr>
<td><strong>EMPLOYEE CONDUCT WITH STUDENTS</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>SAFE SCHOOL EMERGENCY AND SUPPORT CONTACTS</strong></td>
<td>24</td>
</tr>
</tbody>
</table>
INTRODUCTION

Gian Charter Academy is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Gian Charter Academy’s policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits
The school executive director with the principal and office manager will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

• Designating individuals to lock the school building and/or grounds when not in use
• Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
• Maintaining a practice of locking doors that are not being regularly used, even during school hours
• Posting signs requesting that visitors sign in at the main office
• Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
• Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
• Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

TRAFFIC AND PEDESTRIAN SAFETY

Safe Passage To And From School
Students must be prepared for safe travel to and from school. As a significant number of pedestrian fatalities are school-age children, it is critical that children understand the dangers of street travel and how to avoid needless tragedies.

School personnel will discuss the following safety issues with students and parents, distribute and post materials, as appropriate:

_____ Traffic and pedestrian safety
_____ Bicycle Helmet Law
_____ Bus Safety
_____ Safe Routes to School
_____ Drop-off, pick-up, and parking procedures
Responsibility of Executive Director

- Assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc.
- Confer with local Department of Transportation in establishing safe pedestrian routes to and from school and appropriate student pick-up and drop-off points
- Review, distribute and post “Back-to-School Safety Tips”
- Encourage parents to walk their children to school
- Schedule Pedestrian and Bicycle Safety assemblies. The Principal should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula
- Recruit volunteers to participate in Volunteer Crossing Guard program
- Inform students, staff and parents of designated “Safe Routes”, student drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year
- Report continuing traffic non-compliance problems to local enforcement agency

TRAFFIC PATTERNS AND DROP-OFF/PICK-UP POINTS

Appropriate protocols will be developed to minimize traffic congestion and enhance pedestrian safety around the school site upon lease of temporary school site or upon the plan development for permanent school site.

Responsibility of Executive Director

- Executive Director is to ensure through daily monitoring by designated staff that loading and unloading areas are “curbside” and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students
- School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school
- School personnel are to develop a student drop off and pick up plan and distribute plan to parents
- All designated drop-off/pick-up points are safe and at “curbside”
- Local Police Department is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety and minimize traffic congestion
- Proper supervision is provided at any bus loading and unloading areas

Releasing Students

Gian Charter Academy school employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal’s designee or Gian Charter Academy counsel before releasing the student.

Visitors Policy

Gian Charter Academy encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the
information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site Executive Director.

In registering as a visitor, the sign-in form will include spaces for the following information

- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the executive director, the principal, office manager or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child’s classroom.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Gian Charter Academy’s visitor policy.

The executive director, principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor’s/outsider’s presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The executive director, principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the executive director, principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the executive director, principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

Gian Charter Academy will inform parents annually about the school’s policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

**Fingerprinting Policy**
For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a “Live
Scan” machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted?
All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Gian Charter Academy is notified if the person subsequently committed a felony or misdemeanor.

In addition, any volunteers who may have the occasion to be alone with an Gian Charter Academy pupil while not in the presence of a credentialed employee must receive fingerprint clearance prior to volunteering on campus.

Volunteers do not have to be fingerprinted only if they are volunteering under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Gian Charter Academy pupil. This policy also applies to parents/guardians of Gian Charter Academy students who volunteer at the school and may have the occasion to be alone with any pupil other than their own child.

Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Gian Charter Academy pupil. This policy also applies to parents/guardians of Gian Charter Academy students who volunteer at the school and may have the occasion to be alone with any pupil other than their own child.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Gian Charter Academy should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting?
Gian Charter Academy pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school’s parent group. If that entity does not have funds available, the cost will be paid by Gian Charter Academy.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of the Gian Charter Academy school campus, or otherwise may be likely to attempt to visit the school for any reason whatsoever.

Each year, in September, before school begins, all staff will be trained, as part of the Professional Development training, on issues related to Sex Offenders by our Principal and Executive Director utilizing the latest training information received from Megan’s Law website and other reputable organizations, such as our local police department. Throughout the year, once a semester, we will hold additional training for staff and training for parents.
In accordance with "Megan’s Law", the executive director, principal or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General’s Megan’s Law website, found at http://meganslaw.ca.gov, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website. Gian Charter Academy and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law.

If a registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the executive director, principal or designee. When the executive director, principal or designee receives information that a registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the registered sex offender has received written permission for the entry onto school grounds, or is a parent or guardian of a pupil at the school. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the executive director or principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

b) To establish a positive, cooperative working relationship to the extent possible;

c) To discuss the incident(s) leading to the registration requirement, (It is recognized that the parent/guardian is not required to discuss any criminal or personal history with representatives of Gian Charter Academy);

d) To explain the limitations placed upon the parent’s/guardian’s participation in school programs, activities or visits, as specified in this policy;

e) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;

f) To develop joint strategies with the parent/guardian for “normalizing” the educational experience of his/her children to the fullest extent possible; and

g) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent’s/guardian’s ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the executive director’s, principal’s or designee’s discretion. If this meeting with the parent is not held, the executive director, principal or designee shall notify the parent/guardian in writing of the information contained in this policy. It is recognized that the following rights of the parent/guardian to participate in his/her child’s education:

a) To transport his/her child to and from school;
b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and

(c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

a) Serve as a school or class volunteer;

b) Act as a chaperone on a school field trip;

c) Be in the presence of children for any reason other than for the parent rights stated herein; and

d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan’s Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be [maintained in a confidential file] and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

Gian Charter Academy will inform parents annually about the existence of this policy regarding registered sex offenders. The school shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least $500 and not more than $1000.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.
Drills
It is the executive director’s and Principal’s responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill**: At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.
- **Civil Defense Drill**: A Civil Defense Drill should be conducted at least twice each school year following the school’s Civil Defense Procedure.
- **Earthquake Duck & Cover Drill**: This drill should be performed twice per school year.
- **Major Disaster Drill**: This drill should be performed twice per school year so personnel are oriented to the school’s Major Disaster Plan.

Civil Defense Procedures
Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school’s county, becomes the major Civil Defense alarm.

In addition, schools will receive warning through telephone communications from the local county office.

Alert Signals
The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the sound of the “Alert” signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Children on the playground or library will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

At the sound of the “Take Cover” signal:

- Students will position themselves under desks or tables.
- Students on the playground or out of doors will drop, face down on the ground.
- Open all doors; leave windows as they are.
- The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period.

At the “All Clear” signal:

- Children will resume their regular class activities.
When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the executive director (or designee) will declare the premises unsafe.

If an evacuation is found necessary, the executive director or principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

**Staff Responsibilities**

In the event of a disaster or civil defense alert, individuals on the school site have the following responsibilities:

**Executive Director and Principal**

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense).
- Following fire drill procedures, check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the local district office informed and, if necessary, set up a telephone communications at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

**Teachers**

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students’ emergency cards.

**Office Manager**

- Assist and take direction from the executive director or principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

**Custodial Engineers**

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

In advance of emergencies, the custodian and executive director will ensure the following emergency supplies are stored:

**Student Emergency Packets (1 per student)**

- 2 quarts of water
- Solar blanket
- Food for two days
- Note from parents with emergency instructions
School Emergency Supplies:
First aid kits
Flashlights
Batteries
Radios
Megaphone
Walkie-talkies

Aides, Volunteers and Other Adults
• Should assist teachers working with students to keep them safe, orderly and comfortable
• Be on call for Executive Directors’ requests
Emergency Procedures
All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

- Executive director and principal assess the situation.
- Executive director and/or principal notify all staff members of the emergency via PA, fire alarm, and/or megaphone.
- Assigned person calls 911.
- Assigned person notifies District office.
- Executive director or assigned person meets with emergency crews.
- Assigned person(s) ensures all classrooms, hallways and restrooms are empty after escorting students to assigned location.
- Assigned person(s) ensures all classrooms, hallways and restrooms are empty after escorting students to assigned location
- Assigned person(s) ensures the multi-use spaces are empty.
- Assigned person(s) greet, organize and comfort students outside the building.
- Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Executive Director.
- Assigned person(s) will direct students who need first aid to an assigned location.
- Executive Director determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
- If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
- All classroom teachers will ensure that students are released to guardians’ care.
- In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
- In the case that media coverage is an issue, Executive Director and an assigned person will control and organize press releases and media requests.

First Aid
The First Aid area should be located at an assigned place and properly stocked at all times.
The First Aid team will consist of individuals assigned by the executive director or designee.

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

Fire
1. Executive director, principal, custodians and/or office manager will determine the location of the fire
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child
3. Custodian or executive director will sound the fire alarms
4. Staff will follow emergency procedures previously described
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot

**Earthquake**

If indoors:
1. All drop down to the floor and duck and cover
2. Turn away from windows
3. Take cover under a desk or table or against an interior wall
4. Cover head with arms or hold to the cover and be prepared to move with it
5. Hold the position until the ground stops shaking
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building
7. Staff to follow emergency procedures previously described

If outdoors:
1. Move away from buildings, poles and overhead wires
2. Lie down or crouch low to the ground
3. Look out for dangers that demand movement
4. Be prepared to duck and cover again due to after shocks
5. Staff to follow emergency procedures previously described

**Flood/Severe Weather**

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The executive director and/or the principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

**Electrical Failure**

1. Executive director and/or custodian notify the electrical company (phone number to be determined)
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored

**Gas Line Break**

1. Executive director and/or custodian notify Local Gas Company
2. Executive director and/or custodian notify the Fire Department
3. Staff to follow the emergency procedures previously described

**Water Main Break**

1. Executive director and/or custodian notifies the water department
2. Custodian shuts off water
3. Executive director or Principal notifies the police
4. Executive director and/or principal determine if it is necessary to follow the emergency procedures to evacuate students and staff

**Water Contamination**

1. Executive director and/or principal instruct teachers to move students away from any water fountains/sinks
2. Executive director notify school district office
3. Executive director has custodian turn off pressure to drinking fountains and sinks

Chemical Spill/Incident
If Indoors:
1. Custodian to block or rope off area – DO NOT TOUCH ANYTHING
2. Executive director and custodian to evacuate room and TURN OFF air conditioning system
3. Executive director to notify school district office of the incident - contact 911 if necessary
4. Custodian will check for chemical safety data to determine clean up procedure

If Outdoors:
1. Upon hearing of a chemical leak (usually from the fire department or other city office) the executive director or principal will determine if students should be evacuated
2. Executive director and principal will move students and all staff away from buildings, poles and overhead wires
3. Custodian will close doors and windows and TURN OFF air conditioning system
4. If it is necessary to leave the site, executive director and principal will move students and staff crosswind, never more directly with or against the wind which may carry fumes
5. Executive director will get first aid
6. Staff to follow the emergency procedures previously described

Lockdown/Shooting Incident
If a shooting takes place, the first priority is to shelter students and staff. On hearing shots or an announcement from Executive Director and/or Principal:
1. Teachers will close and lock all classroom doors and windows immediately
2. Teachers will take roll
3. Teachers will calmly direct students to duck under their desks
4. Executive Director or Principal calls 911
5. Executive Director assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office
6. Office personnel close and lock all office doors and windows immediately
7. Nobody leaves their secure sites until emergency crew members escort them to safety
8. Assigned person(s) will control and organize media
9. Assigned person(s) will ensure that counseling services are available as soon as possible

Bomb Threat
There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:
1. Notify Executive Director immediately
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there
and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns)

If there is a citing of a suspicious object, the person would:
1. Notify Executive Director immediately
2. Do not touch the object but note any identifying features to describe it to the Executive Director and emergency crews

In all cases:
1. If Executive Director determines to evacuate, staff follows emergency procedures previously described
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated
3. If you see any suspicious object, steer clear of it and report it to the Executive Director and the emergency crew chief. Follow all emergency crew and bomb squad directives
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s)

**Explosion**

If indoors:
1. All drop down to the floor and duck and cover
2. Turn away from the windows
3. Take cover under a desk or table or against an interior wall
4. Cover head with arms of hold to the cover
5. Hold the position until directed to the building
6. Staff to follow the emergency procedures previously described

If outdoors:
1. Move away from buildings, poles and overhead wires
2. Lie down or crouch low to the ground
3. Look out for dangers that demand movement
4. Staff to follow emergency procedures previously described

**Death/Suicide**

1. Executive Director and/or Principal will be notified in the event of a death or suicide on campus
2. Assigned person(s) will phone 911
3. Assigned person(s) will phone District headquarters
4. Executive Director and/or Principal will notify teachers to keep students in their classrooms until informed otherwise
5. Executive director and/or assigned person(s) will control and organize media
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details
7. Principal and/or assigned person(s) will ensure that counseling services are available as soon as possible

**Suicide Prevention**

Assisting students who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for students.
1. The Principal shall respond to reported incidents of students expressing suicidal wishes or engaging in suicidal behaviors
2. A preliminary assessment and referrals, as appropriate, will be completed by the Principal, including a review of risk factors
3. Principal will inform parents must be informed of the student’s actions or expressions of intent

**Intruders/ Vicious Animals**

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency)
2. Administration should initiate a code to alert staff of a potential suspicious intruder
3. Keep the students in the classroom until the threat is cleared
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent
5. Notify office of who is with you, if possible
6. All students outside of the building are to be quietly and cautiously led into the building
7. Wait for further instructions from administration and/or police/animal agency

**SCHOOL UNIFORMS**

Students at Gian Charter Academy will wear uniforms, beginning in the 2013-14 school year. Gian Charter Academy is committed to create a culture of academic rigor. A uniform dress code encourages this atmosphere. Implementation of this policy will reduce distractions and disruptions caused by clothing, make economic disparities between students less obvious, minimize the use of clothing to signal gang affiliation and other risks to student safety, and promote student achievement and create an orderly learning environment.

- **Uniform selection**: The specific uniform (i.e. colors and other specifications) will be determined by the school board in consultation with parents and administration
- **Support for needy families**: Gian Charter Academy will designate philanthropy or general funds to support families who may need assistance in meeting the uniform requirements
- **Exceptions**: Because Gian Charter Academy is a school of choice, there will be NO exemptions for students

**STUDENT DISCIPLINE**

Students learn best in a safe and healthy environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. To set clear expectations of students, the student discipline policies at Gian Charter Academy will be further refined as the school accesses input from parents, teachers, and students. These policies will be distributed in the school’s Student Handbook and will describe the school’s expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse, among other topics. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Gian Charter Academy staff will develop a comprehensive set of student policies through the work of the Executive Committee that will include interested parents, students, and staff and addresses the California Education Code, Section 48900 for suspension and expulsion, by September 1st, 2013.

Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:
A student may be suspended or expelled for any of the acts enumerated in the Ground for Suspension and Expulsion section that are related to school activities or school attendance that occur at any time, including, but not limited to, the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

Prior to suspension/expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and Principal to support the student in the improvement of his/her behavior. The SST will develop specific modifications and intervention strategies for the student to follow. Student behavior will be monitored with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies may be suspended. Students who present an immediate threat to health and safety will be suspended.

**Progressive Discipline Plan**

The staff at Gian Charter Academy believes that every student should have the opportunity to learn skills and values that are necessary for personal development. In order for children to learn from their behavior, they must understand that they have choices and are accountable for their actions. They must be willing to acknowledge, correct and learn from their mistakes. In order to achieve this goal, it is necessary for students to behave in a safe and orderly way for an effective learning environment.

Parents and teachers will be actively involved in helping students understand their choices and that they have either a positive or negative effect. Our progressive discipline plan is designed to assist children in being aware of their behavior. It applies to classroom as well as playground and cafeteria behavior.

**Guiding Principles**

- **Respect**: Treat others the way I want to be treated; respect laws, rules, and school authority; treat people fairly and respect their rights; respect public and private property.
- **Responsibility**: Take responsibility from my actions; choose how I respond to others; return what I borrow.
- **Appreciation of Differences**: Look to the good in others; respect each person’s right to be different; see cultural diversity as an opportunity for learning.
- **Honesty**: Be honest with yourself and others; act with integrity; avoid spreading rumors or gossip.
- **Safety**: Engage in safe activities; keep body and mind healthy; choose only those things that are really good for me.
- **Life-Long Learning**: Come to school prepared to learn; give me best in everything I do; be open and alert to solutions.
When students model the guiding principals, they will treat others with respect; find peaceful solutions; listen to each other; are drug free; keep school clean; have healthy friendships; produce their own work; maintain honesty and integrity; show empathy and compassion; defend other’s rights; appreciate differences; respect the property of others; engage in safe activities, and do not tolerate bad activities.

To create a culture of discipline students are expected to:
1. Learn and follow school and classroom rules
2. Solve conflicts maturely, without physical or verbal violence
3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs
4. Be good role models and help create a positive school environment
5. Report any bullying harassment, or hate motivated incidents
6. Display good sportsmanship on both the athletic field and playground
7. Attend school on time, have school books and supplies and be prepared to learn
8. Keep social activities safe and report any safety hazards

Parent/Caregiver Responsibilities
Parents and caregivers and schools are partners in their children’s education. In order to create safe respectful, ad welcoming schools, parent support is needed to help children learn and follow school and classroom rules. Parents are the most important persons in a child’s life, and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child’s behavior at school. These are some tips for parents:

- Learn the rules for your child’s school and make sure you and your child understand them
- Involve you child in the establishment of the rules in the home
- Participate in the child’s education, help with homework, speak to their teachers, attend school functions
- Use a positive approach when disciplining your children; say more “do this” than “don’t do that; set limits
- Help your child develop a network of trusted adults to provide additional support when needed
- Teach your child to resolve problems
- Recognize your child’s accomplishments and improvements
- Help your child understand the value in understanding individual differences
- Help your child find ways of expressing anger without verbal attacks of physical violence
- Keep an open communication with your child
- Set an example for them

Outlined and comprised in the Gian Charter Academy’s Progressive Discipline Plan sheets (Appendix Z for Plan Sheets), which will be utilized in the classroom, stipulates behaviors that will not be allowed at school. Also outlined are the possible consequences of engaging in such behaviors. Each teacher will have the Discipline Behavior Sheets in which teachers will record each disciplinary incident. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the Consequences. All intervention reports and citations will be kept on file in the classroom before behavior escalates to Level D Behaviors, such as Possession of a Weapon, will require Suspension or Expulsion. Students not presenting an immediate threat to health and safety will be immediately dealt with first utilizing alternatives to Suspension and Expulsion:

- Alternative programming; change of class; independent study
Suspension and Expulsion

Gian Charter Academy Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Gian Charter Academy’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements.

Gian Charter Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of Gian Charter Academy Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Gian Charter Academy administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at Gian Charter Academy’s Executive Director or Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work will be obtained by Principal from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension.

Work will be obtained by Principal from teachers the afternoon of the out of school suspension and placed in the front office to be available for pick up by a parent or guardian.
Grounds for Suspension and Expulsion

“A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to” Education Code Sections 48900 et seq. As outlined in noted Ed Code, Sections 48900, et seq. a student shall be recommended for suspension and expulsion for any of the following reasons:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma
Engaged in, or attempted to engage in, hazing as defined in Section 32050
Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3
Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4
Made terroristic threats against school officials, school property or both. Section 48900.7

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The Principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and or session with a mental health professional.

Grounds for Immediate Suspension and Expulsion
The charter school Principal must immediately suspend and recommend for expulsion according to Education Code Section 489159, which states that “The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds”:

Possessing, selling, or otherwise furnishing a firearm
Brandishing a knife at another person
Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900
Possession of an explosive
Violation of the Federal Gun-Free Schools Act of 1994

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

The 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.
B. Alternatives

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and truancies are dealt with through Gian Charter Academy attendance policy and are not in of themselves a student discipline issue.

C. Suspension Process

The teacher shall immediately report a student disrupting the health and safety of the classroom and school for possible suspension to the Principal, who will then decide appropriate action. The pupil will be sent to the Principal for appropriate action, which may include suspension from school or other disciplinary measures, which will be reported to Executive Director and recorded in student’s records.

Suspensions from School shall be initiated according to the following procedures:

- **Conference**
  Suspension shall be preceded, if possible, by a conference conducted by the Administrator/Principal or a designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Administrator/Principal. The conference may be omitted if the Administrator/Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

  At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

  This conference shall be held within two school days of offense, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

  No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

- **Notice to Parents/Guardians**
  At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If Principal or Executive Director wishes to ask the parent/guardian to
confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

- Notice to Parents/Guardians
At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Principal or Executive Director wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

Length of Suspension
The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation to charter school has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work will be obtained by administration from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension. Work will be obtained by administration from teachers the afternoon of the out of school suspension and placed in the front office to be available for pick up by a parent or guardian.

- Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be considered for expulsion after receiving suspensions totaling 20 days in a single school year. The number of days a student receiving special education services can be suspended no more than ten (10) days in a school year.

Upon a recommendation of Suspension/Expulsion by the Executive Director/Principal or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension
for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director/Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

- Suspension Appeal Process

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days directly to the Executive Director. The Executive Director will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the Executive Director determines that the student has not violated one of the rules in the Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

- Gian Charter Academy’s Executive Director will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Executive Director will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.

- Based on the information submitted or requested, Gian Charter Academy’s Executive Director may make one of the following decisions regarding the suspension.
  
  o Uphold the suspension
  
  o Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

- Gian Charter Academy Executive Director will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the charter school Principal.

Authority to Expel
The Gian Charter Academy may expel a student upon the recommendation of an Administrative Panel. The Administrative Panel is to be appointed by the Gian Charter Academy Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion to the Board of any student found to have committed an expellable offense.

Expulsion Procedures
Students recommended for expulsion by Principal or Executive Director are entitled to a hearing to determine whether the student should be expelled. Unless postponed
for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

All expulsions cases will be heard by an independent Administrative Panel. And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Under the direction of the Administrative Panel, the Principal or the Office Manager will give written notice of the hearing to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

9. The date and place of the expulsion hearing;
10. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
11. A copy of the School’s disciplinary rules which relate to the alleged violation;
12. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
13. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
14. The right to inspect and obtain copies of all documents to be used at the hearing;
15. The opportunity to confront and question all witnesses who testify at the hearing;
16. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

**Record of Hearing**
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

**Presentation of Evidence**
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the governing Board of Gian Charter Academy who will make a final determination regarding the expulsion. The final decision by
the Board shall be made within ten (10) school days following the conclusion of the Board of Director’s hearing.

Process of Expulsion Hearing
The Principal or Executive Director files papers with the Board designee (Board Secretary) that are available for review by the student and parent or guardian. These papers may include, but are not limited to: attendance and grades; records of previous offenses; a statement of the facts of the case created by the Executive Director or Principal; a statement of facts surrounding the case made by witnesses. The Board designee may subpoena witnesses. The student and his/her advocate prepare their presentation to the Board and, if necessary subpoena witnesses.

The student and his/her advocate prepare their presentation to the Board and, if necessary subpoena witnesses.

i. The Expulsion Hearing will be conducted in a closed session, unless requested by student or representative in writing to be help in public at least five (5) calendar days prior to hearing and does not violate other student privacy rights.

ii. The Board will deliberate on expulsion in closed session whether the hearing is in public or in public session.

iii. The student’s parents or representatives may address the Board prior to their deliberation. If the Board admits any other person to the closed session, the parent, student and counsel shall be allowed to attend closed session (EC 48918(c).)

iv. A record of Board hearing will be made and may be maintained by any means, including electronic or digital recording, as long as reasonably accurate and complete written transcription of the proceedings can be made (EC48918(g).

v. The presentation of evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable person can rely in the conduct of serious affairs. Technical rules of evidence do not apply to expulsion hearings. Hearsay is an acceptable form of evidence and is admissible. In case where a search of a student’s person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record (EC 48918(f,h). Findings of fact shall be based on the evidence at the hearing.

vi. Board deliberates and makes a decision to expel. If the decision is to expel, the student will immediately be returned to his/her educational program. The Board’s decision not to expel shall be final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel
The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Gian Charter Academy.
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

a) The student’s name
b) The specific expellable offense committed by the student
Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Gian Charter Academy shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

**Disciplinary Records**
The charter school shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the charter school. These files will only be accessible to Gian Charter Academy Executive Director, Principal, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

**Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses**
Gian Charter Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by Gian Charter Academy or a hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Gian Charter Academy must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person or group conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person or group conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the
hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Gian Charter Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to Gian Charter Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

D. Process for Rehabilitation, Readmission, Interim Placement

Expelled Pupils/Alternative Education
In the event of a decision to expel a student from Gian Charter Academy, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

Expelled Pupils/Alternative Education
In the event of a decision to expel a student from Gian Charter Academy, the Gian Charter Academy administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

Expulsion Transfer Student Admission
If a student is under an expulsion order from another school district (LEA), all information must be provided to the Gian Charter Academy Board of Directors for review. The Gian Charter Academy Board of Directors will determine if enrollment will be granted. The decision to admit an expelled pupil from another school district or charter school shall be in the sole discretion of the Board. To determine if student is “rehabilitated,” the Principal will hold a meeting with the pupil and guardian or representative to determine progress and challenges. The Principal will make the determination whether the pupil has successfully completed the rehabilitation plan, from Gian Charter Academy or from the sending school, and will determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation to the Board following an investigation as to the student’s progress in his/her Rehabilitation Plan and causes for expulsion. The pupil’s readmission is also contingent upon the charter school’s capacity at the time the student seeks admission. All expelled students from other schools and enrolled at our school will begin their time at Gian Charter Academy by acknowledging with a signature that they’ve read our Parent/Student handbook, which outlines the school’s Guiding Principles and Behavior and Consequences continuum. The parent, the student and the charter school will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student’s success at Gian Charter Academy.

**Expulsion Appeal Process**

After Administrative Panel has sent the written notice to the parent/guardian of a student expulsion, a request for appeal must be sent by mail or hand delivered to the Gian Charter Academy Executive Director within five (5) working days. The student will be considered expelled until an appeal hearing is convened. The appeal itself will occur within ten (10) working days after the written notice to appeal has been received by the Administrator, and must be attended by parent(s)/guardian(s). The hearing will be held by a fair and impartial panel of uninterested representatives appointed by Gian Charter Academy Board and headed by the Board’s Secretary or Board designee. The panel’s decision will be final. To appeal an expulsion:

1. A request must be received by the Board Treasurer or Board designee within five (5) working days of the written notice to expel has been received by parent or representative. Hearing will take place ten (10) days after the written notice is received by the parents and must be attended by the parents or representative.

2. Board will review the original expulsion decision and documents, and allow parents to present their appeal.

3. The Board will deliberate in closed session and make final decision and notify parents within 3-5 days.

**Rehabilitation Plans**

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. 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.
**Reinstatement**
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.

**Readmission**
The Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered 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.

**Readmissions Due Process**
In the event an expelled student is denied readmission to Gian Charter Academy, after the investigation and meetings by the Principal to determine that the student had made significant progress in their Rehabilitation Plan or they were deemed to possess no threat to the safety of the Gian Charter Academy students, the student will be notified by the Board in writing of the decision not to admit. The notice to the parent or guardian will be mailed three (3) days after the Board determination and will include the following:
1. Notice of the previous specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student’s status with the Gian Charter Academy
3. Findings by the Board on the Principal’s investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
4. Alternative area schools
5. New admissions eligibility date

**Special Education Students**
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s Executive Director will convene a Link Determination meeting to ask the following two questions:

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
D. Was the misconduct a direct result of the Charter School’s failure to implement 504?

**Outcome Data**
Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.
**Gun Free Schools Act**
The Charter School shall comply with the federal Gun Free Schools Act.

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 ensure 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 Support Unit, Division of Special Education.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment.
- 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’s failure to implement 504 Plan?

**ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY**
Gian Charter Academy is committed to providing a cooperative and comfortable work and education environment free of discrimination and harassment of any kind. Accordingly, Gian Charter Academy forbids discrimination against any employee, applicant for employment, or student, on the basis of sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability. Gian Charter Academy will not tolerate discrimination or harassment activity by any of its employees, non-employee volunteers, or any other person subject to the control of school authorities. Furthermore, all programs and activities at Gian Charter Academy shall be free from discrimination and harassment with respect to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability.

This policy is intended to be consistent with, and intended to be, enforced in conformity with the California Fair Employment and Housing Act and Title VII of the Civil Rights Act of 1964, which prohibits harassment in the workplace, as well as multiple sections of the Education Code.

Students
All students shall have equal opportunities in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other any school activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards should be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in Gian Charter Academy. Staff shall be alert and immediately respond to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Gian Charter Academy’s "Discrimination/Harassment Student/Parent Complaint Procedure." Upon receipt of a harassment complaint the Executive Director or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Gian Charter Academy’s "Discrimination/Harassment Student/Parent Complaint Procedure."

Gian Charter Academy’s “Anti-Discrimination and Anti-Harassment Policy” and the "Discrimination/Harassment Student/Parent Complaint Procedure" will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be mailed to parents/guardians.

Employees – Sexual Harassment
Gian Charter Academy forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. Gian Charter Academy will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other person subject to the control of school authorities.

A. Definitions

(1) Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.

(2) Unwelcome Conduct of a Sexual Nature.
   (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
   (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
   (c) Gian Charter Academy prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

B. Sexual Harassment Prohibited

(1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:
   (a) Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
   (b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and
   (c) The conduct substantially interferes with an employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.

(2) Specific Prohibitions--Executive Directors and Supervisors.
   (a) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
   (b) Executive Directors and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.
(3) Specific Prohibitions--Non-managerial and Non-supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

(4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

C. Reporting, Investigation, and Sanctions

(1) It is the express policy of Gian Charter Academy to encourage victims of sexual harassment to report such claims. Gian Charter Academy understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Gian Charter Academy should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.

(a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate Executive Director. If the employee's direct Executive Director or supervisor is the offending person, the report shall be made to the next higher level of authority.

(b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.

(c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or Executive Director.

(2) Every reported complaint of harassment will be investigated promptly and thoroughly by Gian Charter Academy. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, Gian Charter Academy will notify the complainant of the results of the investigation. Gian Charter Academy will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. Gian Charter Academy will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.

(3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.

(4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be
reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

**D. Filing Complaints with State and Federal Agencies**

In addition to notifying Gian Charter Academy of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Gian Charter Academy’s employment law poster or by checking the state government listings in the local telephone directory.

**Employees – All Other Kinds of Discrimination or Harassment**

Prohibited harassment on the basis of race, ethnic group, color, national origin, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

**Complaint Procedure**

Gian Charter Academy’s complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment. A claim of harassment may exist even if the employee has not lost a job or some economic benefit.

Employees who believe they have been harassed on the job, or who become aware of the harassment of others are encouraged to inform the offender that this behavior is unwelcome. They should also immediately provide a written or verbal complaint to your supervisor, manager, Human Resources, or any other member of management as soon as possible. The complaint should be as detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

All incidents of prohibited harassment that are reported will be investigated. Gian Charter Academy will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be
completed and a determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s).

If Gian Charter Academy determines that prohibited harassment or other conduct that violates an school policy has occurred, the organization will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited conduct is substantiated, appropriate disciplinary action, up to and including immediate termination, will be taken. Whatever action is taken against the wrongdoer will be communicated to the employee who complained. Applicable law prohibits retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

**Liability for Harassment**

Any employee of Gian Charter Academy, whether an employee, supervisor, or manager who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate discharge from employment. Any employee who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. Gian Charter Academy does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one’s duties. Accordingly, to the extent permitted by law, Gian Charter Academy reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

**PREVENTION OF CHILD ABUSE POLICY**

Gian Charter Academy is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

**Reporting Suspected Abuse/Neglect**

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children’s Protective Services, Gian Charter Academy’s child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of Gian Charter Academy must sign a “Child Abuse Reporting” form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

**Reporting Problems at the School Site**

Gian Charter Academy maintains zero tolerance for abuse. Every member of the Gian Charter Academy community must participate actively in the protection of its students.

All personnel will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times
- All unused buildings and areas must be designated, posted and enforced as off-limits to children
- All students are required to remain in areas that are easily viewed by employees
- Interior doors should be left open and unlocked when rooms are in use
• Blinds should be left open to allow informal monitoring by a passerby

In the event that any current or future Gian Charter Academy employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on school premises, he or she is required to immediately report their observations to the Executive Director or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:
• Policy violations
• Neglectful supervision
• "Private time" with students
• Taking students off premises without adhering to procedures
• Buying unusual gifts for children and youth
• Swearing or making suggestive comments to students
• Any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer

All reports of suspicious or inappropriate behavior with students will be taken seriously. The Executive Director or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

Gian Charter Academy will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

EMPLOYEE CONDUCT WITH STUDENTS

All Gian Charter Academy employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students. In general, all school employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

Alcohol, Tobacco, and Controlled Substances
All Gian Charter Academy employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

Transportation of Students
Gian Charter Academy employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

a) Employees shall not transport students without the written permission of his or her parent or guardian
b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian
c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made
d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles
e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements
f) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and
g) Whenever possible, two school employees should collectively engage in the transportation activity

Language
Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of Gian Charter Academy’s health education or advisory curriculum. Employees are not permitted to discuss their own sexual activities with students.

Gifts
Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or school accomplishment or special event.

Attire
Employees must be appropriately and professionally dressed in presence of students. The staff may choose to adopt its own dress code for employees and employees will be expected to follow that code.

Behavior
One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.

Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc) on school grounds or in the presence of students.

Physical contact with students
Some forms of physical contact between adults and children are appropriate and other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students include, but are not limited to:
• Handshakes
• "High Fives" or hand slapping
• Briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation
• Brief sideways hugs
• Holding hands while walking with small children

Inappropriate physical contact between employees and students include, but are not limited to:
• Full body hugs or lengthy embraces
• Kisses
• Holding small children on the lap
• Touching bottoms, chests, knees, legs, and/or genital areas
• Showing affection in isolated or private areas
• Sleeping with a student
• Wrestling with students
• Tickling students
• Piggyback rides
• Any type of massage
• Any form of unwanted affection
• Any compliments that relate to physique or body development

All Gian Charter Academy employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students.

Other prohibitions include, but are not limited to,
• Isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes)
• Withholding food or water
• Degrading punishment
• Work assignments unrelated to a natural or logical consequence
• Excessive exercise
• Withholding access to contact with parents or guardians
• Withholding or using medications for punishment
• Mechanical restraint such as rope or tape to restrict movement
• Any type of physical restraint
A. Vision

A charter school with strong community support and participation that provides a rigorous, standards-based curriculum and individualized support for all children; A safe and compassionate learning environment that promotes love of learning among children while meeting their academic, social and emotional needs; A highly professional staff that builds an uncompromising commitment to learning, to compete and to excel.

B. Mission and Goals

Gian Charter Academy’s mission is to provide an inspiring and challenging learning environment for all students and to promote a culture of strong social and family values through the International Baccalaureate Primary Years Program (IBPYP) that will prepare students to meet the challenges of a global 21st century. We will fulfill our mission with:

1. High Academic Achievement
2. Standards-based Instruction
3. Positive Student Character Development
4. Community Participation
WELCOME

Welcome you to Gian Charter Academy. We wish you success in your new job with us. Through teamwork and a collective desire on the part of those working here to make Gian Charter Academy the educational leader in the Southeast cities, we expect Gian Charter Academy to fulfill its mission and vision. You have been chosen for your position because we believe you have the innate desire to educate those in disadvantaged communities and because we believe that you, as the rest of the faculty, will work hard to create a culture of learning for each student. We know that working together will produce a well-educated student body that at the end of the day will be mutually satisfying and rewarding.

This handbook sets forth the general policies and guidelines, which govern your employment at Gian Charter Academy. These policies and guidelines are subject to change from time to time to deal with changing conditions. In the event that Gian Charter Academy changes any policy or guideline, the new written policies will prevail.

Please read this handbook carefully and retain it for future reference. If you have any questions or suggestions, please discuss them with your supervisor, Principal, or Executive Director.

Please also read carefully the Employee Statement on the last page, sign it, and return it to your supervisor.

Staff
(Tbd)
EMPLOYEE CLASSIFICATIONS
Federal and state law prohibit discrimination in hiring, promotions, pay, discharge and other employment actions where the decision is based on such prohibited reasons as the employee’s race, sex, age, national origin, or religion. Gian Charter Academy is committed to abiding by all local, state or federal laws in regard to discrimination in all respects.

Regular Full-Time Employees
If an employee works thirty hours per week or more and twelve months per year, the person is considered a regular full-time employee. S/he is eligible for all employee benefits provided by Gian Charter Academy after completion of the first ninety days of continuous service.

Temporary Full-Time Employees
If an employee works thirty hours per week or more for eleven months or less, not including summer, s/he is a temporary full-time employee. Following completion of ninety days of continuous employment s/he is eligible for the following:
1. All holidays occurring during the time you work listed under Holidays
2. Three (3) Sick Leave days
3. Participation in the Medical Benefit Plans

Contract Employees
If an employee signed an employment contract when hired by Gian Charter Academy, s/he is an contract employee. Terms of employment are set forth in contract as well as in this Handbook. However, to the extent that the terms of employment in contract conflict with this Handbook, the contract will supersede.

Most Gian Charter Academy employment contracts are for one year only. Employee contracts will not be automatically renewed. Each year, if employment is to continue, a new contract must be completed.
Part-Time Employees
If an employee works a regular weekly shift of less than thirty hours per week, s/he is a part-time employee and health and/or other employee benefits will not be provided by Gian Charter Academy.

Probation
An employee is on probation the first year after her/his most recent date of hire. During this period, the employee and Gian Charter Academy will have the opportunity to determine whether further employment is desired. Gian Charter Academy may extend the probation period one or more times if it determines that such an extension is appropriate. The employment relationship may be terminated by the employee or Gian Charter Academy at any time during the probation period without prior notice and without either having to show cause for termination.

Employees on probation are not entitled to any company benefits in the first ninety days of continual service. Thereafter, all qualified employees are eligible for benefits based on employment classification.

At Will Employment
All employees are employed on an “at will” basis. This means that both Gian Charter Academy and the employee have the right to terminate employment at any time, for any reason not expressly prohibited by statute.

Employment of Minors
Gian Charter Academy abides by state and federal regulations governing employment of minors. Therefore, if an employment candidate has not reached their eighteenth birthday and has not earned a high school diploma or the equivalent, this candidate must obtain a work permit from school or any other eligible source before employment commences. All Employees must also be at least 14 years of age.

Anniversary Date
An employee’s anniversary date is used in determining eligibility for wage adjustments, performance appraisals and benefits, which are related to length of service or seniority. An employee’s first anniversary date is one year after the initial date of hire or rehire. An employee’s second anniversary date will be the next September 1st, and any benefits an employee earns between the first and second anniversary dates will be prorated. An employee’s anniversary date will not change during the first thirty days of a leave of absence other than a medical or military leave. However, if any leave taken other
than a medical or military leave extends beyond thirty days, a new anniversary date will be established upon return to work.

**Physical Examinations**
Prior to employment, a candidate is required by state law to present the Executive Director or designee with a certificate showing proof of test within the last sixty days and found to be free of communicable tuberculosis. All designated employees must present to the Executive Director or designee a new certificate every four years. This requirement is waived if employed less than a school year and if in the performance of duties there is infrequent contact with students.

**PAY AND BENEFITS**

Regular classified employee will be paid on the beginning “step” of an established salary range, and will advance in steps until the maximum rate in your range is reached. Limited-term employees will be paid at the beginning step of the salary range of the class to which they are assigned. Certificated employees will be paid according to their contract and will receive salary increases based on performance evaluation and market conditions.

**Pay Day**
Our pay period is four weeks (20 working days or 160 hours), not a month long. There are typically 13 pay periods in a year. Some employees may be paid every two weeks. Ordinarily employees will be paid every four weeks on the 26th day in the last week of the pay period. The first salary payment for new employees may be delayed. If a new employee has not received they payment, it will be received the following week.

All employees are strongly encouraged to have payments deposited automatically to a bank account through an Automatic Payroll Delivery.

**Performance Reviews and Salary Adjustments**
Pay increases are based on demonstrated performance and market conditions. An increase in salary will be based on pay for comparable positions in the general geographic location and on the employee’s production, performance, attendance, conduct, and ability. Each year on or about an employee’s anniversary date the supervisor will rate the employee’s performance with respect to these factors mentioned. Although a pay increase is not necessarily given with each performance review, these ratings do provide a basis for determining whether an employee’s overall performance merits an annual pay adjustment.
After the supervisor has evaluated the employee’s performance, the evaluation will be discussed with in person. If an employee does not agree with the evaluation after thoroughly discussing it with the supervisor, the employee may request a meeting with the Executive Director or designee to discuss the evaluation further.

Salary adjustments will be considered once a year prior to the start of the school year. For all teachers, any adjustment to salary will normally be effective the first day of school. For classified employees, salary adjustment will be effective September 1.

Paycheck Distribution
All employees will receive monthly paychecks on the 26th of each month (through the 31st) with three exceptions.
1. When the 26th falls on a Saturday, your check will be issued on the preceding Friday
2. When the 26th falls on a Sunday, your check will be issued on the Monday following
3. When the 26th falls on a holiday, your check will be issued on the last workday prior to the holiday

Wage Garnishment
In the event Gian Charter Academy is served notice of a lawful garnishment of an employee’s earnings they will be notified immediately as required by California law. Due to the expense and inconvenience to all concerned, if an employee is repeatedly or habitually subjected to attachments the employee will be in danger of termination.

Break Times
All employees will take a fifteen-minute break near the middle of each four-hour segment of each workday.

Meal Periods
All employees must take a meal period of not less than one half hour within the first five and one-half hours of the work schedule. If an employee is on a daily work schedule of six hours or less the employee may waive the unpaid meal period by mutual written consent with a supervisor.

Time Cards
Time cards are used as a means of accurately recording hours and calculating pay for hourly employees. It is important that a time card be completed accurately each day. Time cards must have a supervisor’s signature indicating approval of the time recorded before
pay checks may be issued. Any falsification of or failure to provide accurate information on a time card, or marking any other employee’s time card, is grounds for immediate termination.

**Overtime**
All full-time employees are normally expected to work a scheduled forty hour week. However, hours and days of work may vary by department or by School needs. In addition, overtime work may be required as a condition of employment. Gian Charter Academy will make every effort to give any employee advance notice of such required overtime, but all employees should know that this may not always be possible.

All overtime work must be approved in advance by your supervisor, Principal Executive Director or designee and properly documented on a time card.

Overtime pay is normally reconciled at time and one half regular straight time hourly rates for all hours of work:
1. In excess of eight hours in one day
2. Above forty hours in one week
3. On your seventh consecutive day of work
All employees will be paid double time for all hours worked after twelve hours in one day.
Variations to the above rules, which are permitted under state law, may be followed.

**Confidentiality**
All School salaries and pay rates are confidential and may only be discussed with supervisors or with accounting staff. Any discussion of salaries or pay rates with other staff may result in disciplinary action.

**Holidays**
Subject to the conditions specified below, all regular, full-time employees are entitled to the following ten paid holidays:
1. Labor Day
2. Thanksgiving
3. The day after Thanksgiving Day
4. Christmas Eve
5. Christmas Day
6. New Year’s Day
7. Martin Luther King Day
8. Washington’s Birthday
9. Memorial Day
10. Independence Day

When a holiday falls on a Saturday, the preceding Friday will be
substituted as the holiday. When a holiday falls on a Sunday, the
following Monday will be substituted as the holiday.

All temporary full-time employees will be given all holidays that occur
during your regularly scheduled work period.

All full-time contracted teachers will receive the following nine paid
holidays:
1. Labor Day
2. Thanksgiving
3. The day after Thanksgiving Day
4. Christmas Eve
5. Christmas Day
6. New Year’s Day
7. Martin Luther King Day
8. Presidents’ Day
9. Memorial Day

To receive holiday pay, a teacher must complete ninety days of
continual service and must have worked the regularly scheduled work
days immediately preceding and immediately following the holiday
unless otherwise approved by your Principal.

Regular and temporary full-time employees receive eight hours pay for
holidays.

All employees on leave or layoff are ineligible for holiday pay.

If a paid holiday occurs during vacation time, the employee will receive
the holiday (if eligible) and will not be charged that day as vacation.

Sick Leave Benefit
Gian Charter Academy will provide sick leave benefits to all regular
and temporary full-time employees who have completed ninety days of
continuous service.

Each regular and temporary full-time employee begins earning sick
leave benefits at the beginning of the month following ninety days of
continual service on a basis of one-half day for each month of work (up to six days per year for regular, three days per year for temporary full-time employees).

Gian Charter Academy expects that all employees will use sick leave benefits only for bona fide illness, injury, or medical inability to work. However, two sick leave days per year for compelling personal reasons may be used as long as an approval is received in advance from your immediate supervisor, Principal, Executive Director or designee.

Gian Charter Academy will require proof of illness and/or a doctor’s statement in connection with any medical-related absences compensated under this policy. Any misrepresentation regarding sick leave is grounds for immediate termination.

**Sick Leave Carryover**
If an employee does not use sick leave in a current school year, the benefits may carry forward as unused leave days into the next year up to a maximum of fifteen accrued leave days. Employees will be paid for all earned but unused sick leave pay beyond fifteen days at the beginning of the next school year. Employees will not be paid for sick leave taken prior to the date it is earned. Employees will be paid for unused sick leave at the guest teacher rate or at the rate for their classification.

**Personal Leave of Absence**
When compelling personal circumstances arise, Gian Charter Academy may, at its discretion, grant an employee a personal leave of absence without pay.

Before the personal leave of absence may begin, all your accumulated sick leave benefits and vacation must be exhausted. In addition, an employee must make arrangements to maintain insurance coverage, if desired, and make the full contribution as required by the plan during the leave period.

To apply for a personal leave of absence, a Request for Leave of Absence Form must be completed and submitted to the immediate supervisor, Principal, Executive Director or designee for approval. If granted, the leave will be for a stated period of time, at which point employees are expected to return to work.

**Medical Leave**
Employees may take unpaid medical leave in accordance with the guidelines below, which are intended to and will be interpreted to accomplish compliance with applicable federal and California law.
Medical Procedure
As soon as possible, upon notice that an employee is or will become
temporarily disabled from working for any medical reason for more
than three consecutive days, the employee must advise Gian Charter
Academy promptly, in writing, of the reason for and the anticipated
commencement date and duration of any disability. In addition,
intermittent leave or reduced schedule leave may be requested where
medically necessary due to a serious health condition and will be
granted as required by the Family and Medical Leave Act.

Upon proper verification, Gian Charter Academy will grant the
employee medical leave of absence without pay for the period of the
bona fide disability up to a maximum of four months. Gian Charter
Academy may require periodic verification of the employee’s ability to
work (including, for example, examination by a doctor designated by
Gian Charter Academy). Any misrepresentation of a leave request or
disability will be grounds for discharge.

Benefits
Employees must use any accrued vacation or sick leave benefits during
the period of approved medical leave necessitated by a bona fide
disability. Employees do not earn additional holiday or sick pay or any
other benefits while on leave.

Pregnancy-Related Disability
If an employee is on pregnancy-related disability leave for less than
four months and return to work at the end of your medical disability,
the employee will be returned to the former position in accordance
with state law. Furthermore, pregnancy disability leave can be taken
either before, concurrently with, or as an extension with Family and
Medical Leave Act leave.

Returning From Leave
Employees will be returned to the former position or one with
equivalent duties, pay, terms, and conditions if you:
1. Have 12 months or more of service
2. Have worked 1,250 hours in the year preceding the beginning of
   leave
3. Are not excepted as a key employee as provided in the Family and
   Medical Leave Act
4. Return to work within your twelve week Family and Medical Leave
   Act leave
If an employee does not meet the above qualifications and reports to work by the end of the approved medical leave, the employee will be returned to the former position if such an opening exists, or the next comparable opening for which the employee is fully qualified.

In either event, however, if a reduction in force or other reorganization has taken place at Gian Charter Academy while the employee was on leave, the employee will be treated as if s/he had been working rather than on leave. For example, if the employee’s position was eliminated in a re-organization, you will not be reinstated.

Extended Leave
Employees not returning at the end of a bona fide disability or the maximum leave period the employee will be terminated. If the employee cannot report for work by the end of the maximum leave period because of a recognized disability or a work related injury, but a request for an extension of leave prior to its expiration is approved, the employee will not be automatically terminated at the end of the maximum leave period. Employees may receive an extension of leave if circumstances warrant based on the medical evidence presented to support the requested extension. If an employee is on such approved extended leave and then report to work, the employee will be offered the next opening for which s/he is the best-qualified candidate.

Family Care Leave
Employees may take unpaid family care leave in accordance with the following guidelines below, which are intended to and will be interpreted to accomplish compliance with applicable federal and California law.

Eligibility for Family Care Leave
Employees are eligible for family-care leave if:

1. Have been employed by Gian Charter Academy for at least one year
2. Have worked at least 1,250 hours during the preceding twelve months
3. Require a leave either:
   a) To attend to your child’s birth, adoption, placement into your home, or serious health condition. A leave on account of a child’s birth, adoption, or placement must be taken within twelve months of the date of birth, adoption, or placement. In addition, employees may only take a leave
with respect to the adoption, placement, or serious health condition of a child if the child is either under the age of 18 or a disabled dependent

b) To attend to a parent’s or spouse’s serious health condition while they require a family member’s care during a period of care by a health care provider whether on an inpatient or outpatient basis. “Parents” include biological, foster, or adoptive parents, stepparents, and legal guardians. In-laws are excluded.

If the employee has medical problems, s/he may request leave under our separate medical leave of absence policy.

**Procedure for Requesting Family Care Leave**

Employees must notify the immediate supervisor, Principal, Executive Director or designee in writing of the request thirty days in advance of the leave if possible. If it is not possible to give thirty days notice, notify the Executive Director as soon as practicable.

Provide the immediate supervisor, Principal, Executive Director or designee with medical verification of the need for family care leave. This evidence must be issued by a certified health care provider and must include the following information if the leave is for reasons other than birth, adoption, or placement of a child. Please include the following:

1. The date on which the serious health condition commenced
2. The probable duration of the serious health condition
3. The time required for the employee to attend to the family member
4. A statement that the serious health condition warrants a family member’s care or supervision during the period of treatment

By the same procedure and when medically necessary, due to a family member’s serious health condition, employees may request leave intermittently or on a reduced work schedule. However, such intermittent leave must be scheduled in cooperation with Gian Charter Academy to minimize the disruption to the workplace. In addition, to accommodate such work schedule, Gian Charter Academy may transfer the employee to another position of equal pay and benefits. In the case of a child’s birth, adoption, or placement into your home, leave may be taken intermittently or on a reduced schedule only if Gian Charter Academy agrees.
Gian Charter Academy may require re-certification if any additional leave is required or a second opinion from an Gian Charter Academy-designated health care provider, if the school has reason to doubt the validity of the certification provided. Any misrepresentation made to obtain or continue leave is grounds for immediate termination.

**Terms of the Leave of Absence**

If the employee is eligible, Gian Charter Academy will grant a family-care leave without pay for the period of the qualifying circumstances up to a maximum of twelve work weeks in any twelve month period. However, such twelve week period for family care leave will be reduced by any time you take during the twelve month period for the employee’s own medical leave (except pregnancy disability leave, which is in addition to such twelve week leave).

If both the employee and spouse work for Gian Charter Academy, the combined leaves for birth, adoption, or placement of a child may not exceed twelve work weeks in any twelve month period.

The employees will not earn additional holiday, sick, or vacation pay or other benefits while on leave. The employees may continue to make contributions to their retirement and pension plans to the extent permitted by those plans.

Employees must apply any accrued paid vacation or sick leave towards any leave taken under this policy.

**Returning From Leave**

You must notify Gian Charter Academy at least one week before your scheduled return date to verify your return.

If an employee returns before the expiration of the approved family care leave, the employee will be returned to their former position or one with equivalent duties, pay, geographic location, and terms and conditions unless a reduction in force or other reorganization had taken place during the leave which eliminated the former position, in which case the employee will be treated as if they had been working rather than on leave.

Reinstatement to the former position may be denied if the employee is among the top 10% of the employees in terms of gross salary employed by Gian Charter Academy.
If the employee does not return for work at the end of the approved family leave, the employee will be terminated.

Contracted employees such as teachers are employed only for the term of their contracts. For contract employees, if the leave extends beyond the term of the employment contract, you will no longer be an employee of Gian Charter Academy at the end of the leave because the contract will have expired. If the employee wants more information regarding the eligibility for leave and/or the impact of leave on seniority and benefits, contact the Executive Director.

**Military Leave**
Gian Charter Academy provides military leaves of absence to all employees in compliance with applicable state and federal laws.

Employee's request for military leave should be submitted promptly and accompanied by a copy of orders indicating the beginning and ending dates of your duty period.

**Jury Duty**
Gian Charter Academy employees will be granted a leave of absence without pay to serve on jury duty provided a reasonable notice is given of summons. No compensation will be paid to employees during the term of jury duty.

Employees must check in with the immediate supervisor, Principal, Executive Director or designee either in person or by phone at least twice weekly during jury service. Should employees be excused from jury duty for any reason, either temporarily or permanently, employees are expected to return to work.

Jury duty may adversely affect work schedules. In such cases, the Principal or Executive Director may initiate a request to be excused from jury duty.

**Vacation Policy**
This vacation policy is established to provide qualified employees annual periods for rest and relaxation. Vacation benefits are an inducement to future services, not a form of deferred compensation.

**Vacation Eligibility**
Vacation benefits under this policy apply to regular full-time employees. This policy does not apply to you if you are:
1. Serving your first ninety days of continual service following hire or rehire
2. Classified as temporary full-time
3. Classified as part-time
4. Under contract (your vacation benefits are set forth in your contract)

Continuity of employment for the purpose of vacation benefits is not interrupted by:
1. Paid sick leave
2. Leaves of absence (other than a medical leave) of less than thirty days which are approved by the Executive Director
3. Service in the United States Armed Forces, providing employee works within ninety days of the release from active duty

Employees may not earn additional vacation pay for any:
1. Leave of absence which is not approved by the Executive Director
2. Period of layoff
3. Other period of absence from work for more than five consecutive days

In such cases, normal anniversary dates for vacation will be adjusted forward by the number of days of excess leave, unapproved leave, or other absence from work for more than five days.

**Vacation Accrual**

Regular full-time employees accrue paid vacation days in accordance with the following schedule and subject to the following conditions:

<table>
<thead>
<tr>
<th>Years of consecutive service</th>
<th>Days paid vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Five</td>
</tr>
<tr>
<td>Three</td>
<td>Ten</td>
</tr>
<tr>
<td>Ten</td>
<td>Fifteen</td>
</tr>
</tbody>
</table>

Employees may not use vacation days earned in one year until the following year. Employees cannot take vacation before it is earned (on “credit”).

Vacation earned in any one year is accrued at the end of that year. The maximum amount of vacation an employee can accrue at any one time will be five days over the annual accrual rate (i.e., 15 days for employees with more than three but less than 10 years service and 20 days for employees with more than 10 years service). Vacation days earned by the end of the year beyond the maximum accrual will be paid into a non-interest-bearing trust fund. Employees may withdraw vacation pay from this trust fund when leaving Gian Charter Academy.

**Pay Rate**
Vacation pay will only be paid for time that employees actually take vacation and not as pay in lieu of taking vacation.

Vacation pay will be at normal pay rate and will be paid on normal paydays. It may be paid prior to vacation upon approval by your immediate supervisor, Principal, Executive Director or designee.

**Scheduling**

Vacation time off will be arranged at a time which will least interfere with Gian Charter Academy’s operation. In order to ensure the efficient and orderly running of Gian Charter Academy, it is necessary that Gian Charter Academy and employees together schedule vacations.

At the start of each new school year, it is recommended that employees submit vacation dates to the immediate supervisor. Gian Charter Academy will attempt to arrange vacation time to match requests, but it may not always be possible to schedule vacations when employees prefer them.

Priorities on approving vacation requests will take into consideration the date the vacation request is submitted. Vacation requests must be dated and signed and must be approved by supervisor, Principal and the Executive Director.

If an employee is unable to request vacation time at the beginning of the school year, a two month period of notice should be given to the supervisor, Principal, Executive Director or designee before going on vacation. The two-month notice will give an opportunity to arrange for coverage, if needed, while on vacation.

The preferred times for vacations are:
1. During the two weeks of winter holiday
2. The week of spring holiday
3. The last two weeks of September
4. The month of October
5. The first three weeks of November

It would be greatly appreciated if vacations could be arranged during any of these times.

**Payment of Accrued Vacation to Terminated Employees**

Employees earn no vacation the first ninety days of continual employment. Therefore, if an employee ends with Gian Charter Academy voluntarily or involuntarily before the completion of ninety
days of continual service following hire or rehire, the employee will receive no vacation pay upon termination.

If an employee terminates following the completion of the probationary period they will be paid at the regular rate of pay in effect on the day of termination for all accrued, credited and unused vacation time. Employees will receive prorated vacation pay for the final partial month of employment, if any. The prorated vacation pay will be calculated by dividing the number of regularly scheduled work days in the final partial month of employment by the number of regularly scheduled work days in the month.

If at the time of the termination the employee has taken vacation in excess of the amount earned, the overpayment of vacation pay will be deducted by Gian Charter Academy from any compensation or other sums otherwise owed to the employee at that time. If the sums owed to the employee upon termination are insufficient to repay the full amount of overpayment, the employee must pay the full amount unless other mutually agreed arrangements are made.

**Medical Benefit Plans**
Gian Charter Academy provides group medical insurance benefits to regular and temporary full-time employees. These benefit plans are changed from time to time as the costs and needs change. Premium payments are deducted from employee’s paycheck.

Benefits provided by these plans are explained in provider benefit booklets and during orientation once eligible.

**Flexible Benefits Program**
All regular full-time employees are encouraged to participate in Gian Charter Academy’s Flexible Benefits Program. This Program, sometimes called a Cafeteria Plan, allows employees to save taxes on the following expenses that are incurred by the employee and family members:
1. Group insurance premiums paid by employee through payroll deduction. This includes health, dental, life and disability
2. Expenses for child care while parents are working. Also included is dependent care expense if the employee is taking care of someone who is in need of medical attention
3. Medical expenses not covered by insurance policies. Examples are deductibles, co-insurance payments, and expenses excluded under some medical plans such as physical exams

**Tuition Reduction Program**
Employees may pay for their own tuition or for any member of the family through Gian Charter Academy’s Tuition Reduction Program. This tuition is reduced from the gross income when reported to the IRS, so it enables the employee to pay tuition with tax-free earnings.

**California State Disability Insurance**
Under California law, employees must pay the required deduction each year for disability insurance, which is underwritten by the State Disability Fund. This insurance applies only to disabilities not caused by the job.

Disability benefits are not automatic. Employees must file a written claim. Application forms are available from the administration office or office manager. Claims must be filed within forty-nine days of the start of the disability to assure full benefits.

Late filing of a claim may result in the loss of benefits for the number of days that the claim is late unless good cause for the delay is established.

**EMPLOYEE RESPONSIBILITIES**

**Leaving Work Areas or Premises**
Employees are expected to notify their supervisors, Principal, Executive Director or designee if the need arises to leave the work area or School premises prior to the end of the workday. Leaving without the prior approval of supervisors will result in disciplinary action, which may include dismissal.

**Safety**
Gian Charter Academy and its employees will make every effort to maintain safe working conditions. The principle responsibility for safety falls upon all of us. All employees are requested to cooperate in the prevention of injuries and to enlist the cooperation of other employees, students, and visitors in preventing accidents.

Safe working conditions, safe work practices, and required personal protective equipment are mandatory and will be encouraged and may be enforced by the following:
1. Recognition for compliance and good safety records
2. Discipline for non-compliance, including counseling and, when warranted, termination

All employees are encouraged to report safety concerns in planned quarterly Safety Meetings or anonymously to your planned Illness and
Injury Prevention Program (IIPP) Supervisor. Forms will be available at the administration office and shall be attached to this handbook.

There will be no reprisals or other job discrimination for expressing any concern, comment, suggestion or complaint about a safety-related matter.

**Information Regarding Parents, Students, or Employees**
Any information regarding students, parents or employees must be considered confidential. Employees are cautioned not to give out information to anyone without specific authorization as outlined below:
1. Refer inquiries about students, parents or employees to the Executive Director or designee
2. Refer inquiries from government or private agencies to the Executive Director

**Trespassers**
All employees should be on the alert for unauthorized persons loitering in or around School premises. Employees should report the presence of such persons to the Principal, Executive Director or designee immediately. If no administrative staff is available, a report should be made to the local police.

**Visitor Badges**
All Gian Charter Academy campuses are “closed campuses.” Campus visitors arriving between 8:30 A.M. and 2:30 P.M. and between 6:00 P.M. and 7:00 A.M. should get visitor badges from the Campus Grounds Volunteers. Supervisors or Police should be notified of any breaches of this policy.

School campus visitors **must** obtain a visitor badge at all hours. Employees must help any visitor without a badge to check in at the main office or report any violation of this policy to designated security personnel or security designee.

**Designated Security Personnel**
The Executive Director, Principal, and maintenance personnel are all Designated Security Personnel. All employees may be designated by your Grade Level advisor or Principal or Executive Director to be a Designated Security Person.
Designated Security Personnel are expected to see that all areas of Gian Charter Academy are kept safe from any unauthorized visitors. They will call any emergency personnel (police, paramedics, etc.) when necessary and notify the Principal and/or the Executive Director of any such occurrences.

**Emergency Phone Code**
If at any time an employee needs emergency help, do the following:
1. Pick up a campus phone
2. Call all page “Paging Mr. Blue, Room (your room)”

Any security personnel or other employees should respond to help immediately.

**Outside Contacts**
From time to time, Gian Charter Academy may become involved in news stories or potential or actual litigation of various kinds. When that happens, lawyers, former employees, newspapers, law enforcement agencies, and other outside persons may contact employees to obtain information about the incident or the actual or potential lawsuit.

If an employee receives such a contact, do not discuss the matter with the caller but refer the caller to the Executive Director’s office. Then advise that office that the contact was made. This will avoid employees becoming involved in misquotes, misunderstandings, and inadvertent disclosures of confidential or inaccurate information. Employees may also avoid putting themselves into the middle of an actual or potential lawsuit.

If the Executive Director is unavailable and a request for information cannot be delayed until the Executive Director’s return, contact the Principal or designated person for media relations.

If questions arise about this policy or are not certain what to do when such a contact is made, please call the office of the Executive Director.

**Dress Standards**
As an educational institution, it is essential that employees of Gian Charter Academy project a professional image to students, parents, and the surrounding community. All School personnel -- especially teaching staff -- are expected to maintain a neat, clean and businesslike appearance, which in no way detracts from the learning process. If an employee arrives at work improperly dressed or groomed, the employee may be asked to go home to change and the time lost will be deducted from your paycheck.
Harassment
Gian Charter Academy does not tolerate the harassment of any employee for any reason by any other employee, supervisor or person with whom Gian Charter Academy does business. In addition, harassment for any discriminatory reason, such as race, sex, national origin, disability, or religion, is a violation of various state and federal laws, which subject the individual harasser to liability for any such unlawful conduct.

Prohibited Conduct
Racial or ethnic remarks, slurs, or jokes will not be tolerated. In addition, sexual harassment is prohibited. Sexual harassment is considered to exist whenever there are unwelcome sexual advances, requests for sexual favors, or any other visual, verbal, or physical conduct of a sexual nature when:
1. Submission to the conduct is made either implicitly or explicitly a condition of the individual’s employment
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee
3. The harassment has the purpose or effect of unreasonably interfering with the employee’s work performance or creating an environment which is intimidating, hostile, or offensive to the employee

For example, sexually oriented jokes, remarks, gestures, or pictures may be offensive to other employees, and thus are prohibited.

In addition, employees with supervisory responsibility may not have a dating or sexual relationship with any employee with whom they assign work, evaluate, or influence employment or compensation decisions without both parties advising the Executive Director of such a relationship, so that appropriate assurances and arrangements may be made to assure mutual consent and no adverse impact in the workplace.

Prevention
If an employee believes that they have been or may be subjected to any violation of this policy, they are urged to contact the Executive Director or designee immediately so investigative, corrective, and preventative actions can be taken promptly.

Any employee, supervisor, or manager who becomes aware of any violation of this policy by any employee, supervisor, manager, vendor, or customer should immediately advise the Executive Director to assure that such conduct does not continue.
Any manager, supervisor, or employee who engages in any violation of this policy is subject to termination.

No employee will be retaliated against for bringing such conduct to Gian Charter Academy’s attention.

**Fraternizing with Students**
In order to protect not only Gian Charter Academy’s reputation and well-being, but also every employee’s reputation and well-being, all employees - both faculty and staff - should follow these simple rules in regard to contact with our students:
1. Avoid being alone in a closed windowless room with a student. As some classrooms are windowless, extended individual help should be administered in another room with windows. Otherwise, prop open the door of the windowless room
2. Never place hands on a student’s private areas
3. Never rub a student

Always err on the side of caution. Each individually must be concerned about physical contact or verbal innuendoes, which could be misunderstood.

**Solicitations**
Solicitations, collections, distributions of literature and fund-raising campaigns, regardless of purpose, frequently result in complications and misunderstandings. Therefore, in the best interest of all concerned, employees may not solicit from or distribute to employees for any purpose or any organization during working hours. Employees may engage in solicitation of other employees only during non-working time, such as lunch and break periods, and only if such communication is not done in a disruptive or intrusive manner and all employees will need prior approval from the Executive Director.

Nothing is to be distributed or posted on School grounds or property without the written permission of Principal, Executive Director or designee.

**“No Smoking” Policy**
Smoking is detrimental to the health of smokers and non-smokers alike. Smoking is inconsistent with Gian Charter Academy’s position as a leader in education and our responsibility to set a good example to our students, and is frequently unacceptable to our parents.
For these reasons, Gian Charter Academy maintains a strict non-smoking policy. Smoking is prohibited at all times on and in all School property.

**Call-In Procedures**

If an employee finds it necessary to be absent from work, follow this reporting procedure:

1. Call the campus-designated supervisor at the beginning of the first day of absence with a full explanation of the cause

2. Unless other arrangements have been made through the supervisor, call again every day during the absence. Failure to call on any day will classify your absence as unexcused and will be considered a serious matter on your record

3. If your supervisor is not available to receive your call on any day of your absence, report to the Principal or Executive Director instead

4. If you find it necessary to leave work before your shift ends, obtain authorization to leave from your supervisor beforehand

**Absenteeism and Tardiness**

Employees who do not report for work on time, or who miss all or part of a day’s work, place an extra burden on their fellow employees as well as Gian Charter Academy. In order to avoid that unfair burden on others, Gian Charter Academy will follow these guidelines regarding absences and tardiness:

1. If an employee is repeatedly tardy, and/or repeatedly absent for reasons other than military, jury, or approved medical leave of absence, they will receive a written warning. This applies regardless of whether some or most of the absences are excused

2. Failure to show immediate and significant improvement after receiving a written warning will be grounds for termination

3. In addition, a “no-show, no call” for two consecutive work days, or any falsification or other serious violation of the employees attendance obligation to their fellow employees and Gian Charter Academy, will also result in termination

This policy should present no problem for any employee who is making a diligent effort to maintain a good attendance record.

**Personal Mail**

Gian Charter Academy is not in a position to handle its employees’ personal mail. You should request that all personal mail be sent to your home address.
School Equipment for Personal Use
Employees may not utilize School equipment for personal reasons unless a written permission from the Principal or Executive Director is obtained.

Conflict of Interest
All employees are expected to work for the best interests of Gian Charter Academy at all times. All employees have an obligation to avoid any activity, agreement, business investment or interest, or other situation which could be construed as a conflict with Gian Charter Academy’s best interests or give the appearance of taking money, merchandise, or services from a customer or vendor for personal gain.

Good judgment will prevent the possibility of a conflict of interest arising. However, if an employee engages in any activity or transaction which might cause a conflict between personal and School interest, information about that potential conflict must be disclosed in advance to the Principal or Executive Director.

Drug and Alcohol Policy
Gian Charter Academy recognizes a responsibility to help provide a safe and productive work environment for all employees. Toward this end, Gian Charter Academy has a particular concern about substance abuse, because it can:
1. Affect an employee’s productivity and efficiency
2. Jeopardize the safety of the employee, the students, co-workers and the public
3. Impair the reputation of Gian Charter Academy and its employees
4. Violate state and federal statutes
For these reasons, we have developed this policy to deal with those whose drug or alcohol use affects the rest of us.

What is Prohibited and Required of Employees
Alcohol
The possession, consumption, purchase, giving or sale of alcohol on School premises is prohibited. Furthermore, no employee will be under the influence of alcohol while on School premises or while performing School business off School premises. Any exception to this policy for special situations (e.g., Christmas Party, etc.) must be approved in advance on a case by case basis by the Executive Director and
conducted in accordance with any limitations which accompany approval.

In addition, persons whose positions with Gian Charter Academy require driving as a part of their work may be removed from such positions if found to have been driving under the influence of alcohol whether on duty or off duty.

**Legal Drugs**
“Legal Drugs” are those prescribed or over-the-counter drugs which are legally obtained by the employee and used for the purpose for which they were prescribed and sold.

Even such legal drugs may affect the safety of the employee or co-workers or members of the public. Therefore, any employee who is taking any legal drug which might impair safety, performance, or any motor functions must advise his or her supervisor before reporting to work under such medication. If Gian Charter Academy determines that such use does not pose any safety risk, the employee will be permitted to work.

**Illegal Drugs**
“Illegal Drugs” are drugs or controlled substances which are:
1. Not legally obtainable
2. Legally obtainable, but not obtained in a lawful manner

Examples include cocaine and marijuana, and prescription drugs, which were not lawfully obtained.

The use, purchase, sale, transfer, possession, being under the influence, or the presence in one’s system of a detectable amount of an illegal drug by any employee is prohibited:
1. On School premises
2. Where the employee is performing School business off premises
3. Where such activity away from School premises or business affects the employee’s suitability for continued employment or may harm the reputation of Gian Charter Academy and its employees.

**Violations of Policy**
Any violation of this policy will be grounds for termination.

**Self-Identification To School Management/Supervisor**
If you:
1. Take the initiative of advising your supervisor in advance that you have a medical problem with regard to alcohol or drug use
2. Have not engaged in misconduct or repeated poor performance at work, and

3. Demonstrate a commitment to take the necessary remedial action,
You will be eligible for a medical leave of absence for such purpose and will not be subjected to disciplinary action.

**Termination of Employment**

“At will” basis means that both Gian Charter Academy and the employee have the right to terminate employment at any time, for any reason not expressly prohibited by statute.

The “at will” relationship cannot be changed by any person, statements, acts, series of events, or pattern of conduct, but only by an express individual written employment agreement signed by the Executive Director of Gian Charter Academy and the employee.

**Conduct Guidelines**

Gian Charter Academy has established certain Rules of Conduct designed to safeguard the best interests of Gian Charter Academy and of all employees. Following is a partial list of infractions that may result in immediate termination of employment. The list is not intended to be all-inclusive. An employee may be disciplined or terminated for engaging in the below-referenced conduct, as well as conduct not listed below. Gian Charter Academy will be the sole judge of what constitutes grounds for termination.

**Actions which result in discharge on the first occurrence**

The actions outlined below cannot be permitted to occur because of their unfair impact on other employees and/or Gian Charter Academy or its students. Such offenses warrant discharge on the first occurrence. Examples of such offenses are:

1. Insubordination
2. Continual unsatisfactory job performance
3. Abuse of School property
4. Smoking on campus
5. Use, possession, sale, purchase, or under the influence of drugs or alcohol on School premises, or off School premises where such off-premises conduct may affect the employee’s suitability for employment or Gian Charter Academy’s reputation
6. Abusive or vulgar language
7. Chronic absenteeism
8. Threatening, intimidating, or coercing fellow employees on School property, including, but not limited to, the use of physical violence.

9. Unauthorized charges against Gian Charter Academy’s accounts

10. Misappropriation of property belonging to fellow employees, students or Gian Charter Academy, or property belonging to others on School property

11. Unauthorized possession of firearms, explosives or knives

12. Use of School property or records without written permission

13. Immoral or indecent conduct on School premises: conviction by a court of law for such conduct or other misdemeanor or felony off the job

14. Breach of professional confidence

15. Falsification of any time card, or any other School record or request for pay, leave or benefits

16. Falsification of employment application or other records

17. Serious misconduct of any kind

18. Gross negligence

19. Two consecutive absences without prior approval from direct supervisor or employee’s calling in to direct supervisor

**Actions which normally result in warning prior to discharge**

The actions outlined below should not occur, but normally it is the recurrence of the action rather than the first occurrence of the action which results in discharge. For such actions, employees will normally receive a written warning prior to discharge. Examples of such offenses are:

1. Failure to wear proper attire as described in Gian Charter Academy’s Dress Standards

2. Inefficient, careless, or unsatisfactory performance of duties and responsibilities

3. Excessive absenteeism and/or tardiness (whether excused or unexcused)

4. Failure to comply with work or safety rules

**Rules Regarding Probationary, Temporary and Exempt-Level Employees**

Regardless of the foregoing rules, they do not apply to employees in their initial evaluation period, temporary employees and exempt-level employees, whose employment may be terminated for any reason which is not prohibited by statute and without Gian Charter Academy
having to show prior notice or cause for termination. This rule is required because Gian Charter Academy requires much greater discretion concerning the continuation of their employment. Such employees accept and continue employment on this basis.

**Reductions in Force**

It may be necessary to lay off employees for reasons such as loss of funding, lack of students, consolidation of jobs, elimination of certain jobs or a part of our school, closure or sale of a facility, or any other reason. Such layoffs are permanent unless stated in writing to be temporary. Gian Charter Academy will select the person or persons to be laid off based on its judgment of needs and skills. No laid-off employee has any right to be recalled.

**Resignations**

Directors, grade level advisors, teachers under contract and supervisors are expected to give at least one month’s notice if resigning. Other employees are expected to give two weeks’ notice. Without extenuating circumstances, a failure to do so is deemed sufficient reason for not being eligible for rehire.

**Exit Interview**

When you leave the employ of Gian Charter Academy, you will have an exit interview with the Executive Director. Exit interviews will be held on your last day of employment. The information obtained during the exit interview will not be considered in any situation should you subsequently re-apply for employment.

**Binding Arbitration**

Any dispute regarding your employment, and any claim that you were discriminated against or harassed in violation of statute or that your employment was terminated for a reason prohibited by contract (express or implied), statute or public policy, shall be resolved in accordance with the procedures of the Model Employment Rules of the American Arbitration Association (AAA) as the exclusive remedy for such dispute. The arbitrator shall be selected by alternately striking from a list of five mutually agreeable arbitrators provided by the AAA. The cost shall be shared equally by the parties. The award of the arbitrator shall be final and binding on the parties. Should either party pursue any other legal or administrative action against the other regarding any matter included within this arbitration clause, the responding party shall be entitled to recover its expenses and attorneys’ fees as a result of such action.
OTHER THINGS YOU NEED TO KNOW

Loss of Property
Gian Charter Academy cannot be responsible for the loss or theft of personal items. Cooperation by all employees is imperative to reduce the possibility of such losses. Excessive amounts of money or other valuables should not be brought to work. Supplies and equipment are to be stored in approved areas, and maximum security measures are to be observed.

Amendments To Handbook
From time to time, it may be necessary or appropriate to make changes, additions or deletions to the Employee Handbook. For the mutual benefit of Gian Charter Academy and its employees, all personnel will be notified of all changes in writing. Any changes to the Handbook will come from Personnel Committee, from the administration and with the final approval of the Board of Directors. Included in this notification will be the text of the amendment and an acknowledgment of understanding. If the amendment is not understood, the administration or designee will explain the new policy. All employees will be requested to sign the acknowledgment and return it to the administration office.
I. Executive Director’s Evaluation procedure

Executive Director Evaluation Procedure
GIAN CHARTER ACADEMY
Policy

The executive director’s evaluation procedure shall:

a. Include input from all stakeholders including parents, staff, faculty, the executive director and principal themselves
b. Be data driven and determined via consensus of board directors
c. Evaluate the effectiveness of the Executive Director’s accomplishments and leadership capacity based upon the Charter Element 5: Section C; Executive Director Qualifications and Duties
d. Encourage risk taking and that which is necessary for the school to fulfill its mission of providing a “world class education for each student through a research and inquiry based educational program that will prepare students for the 21st century.”

Procedures

<table>
<thead>
<tr>
<th>What</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Set long and short-term goals and objectives</strong> based upon the previous year’s needs assessment that “measures student and staff performance” and “progress in developing programs that realize the charter’s vision” (Gian Charter Academy Charter, Article xxx)</td>
<td>E.D. in conjunction with Board President and Evaluation Committee</td>
<td>Summer</td>
</tr>
<tr>
<td>2. <strong>Meet on progress of goals and objectives.</strong> Report that meetings have occurred on E.D.’s Report.</td>
<td>E.D. and Board President (or designee)</td>
<td>Monthly</td>
</tr>
<tr>
<td>3. <strong>E.D.’s reports</strong> shall include information in the following areas when applicable:</td>
<td>E.D.</td>
<td>Each Board Meeting</td>
</tr>
<tr>
<td>a. Enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Professional Development for Staff, Administration and Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Community Outreach/In-reach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Student Health and Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Educational Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>h. Operations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i. Fundraising</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Administer Staff, Faculty, and Community <strong>Surveys</strong> using an on-line service provider. Executive Director completes “Survey for E.D. Self-Evaluation.” (see TARA and Performance Rubric)</td>
<td>Evaluation Committee</td>
</tr>
<tr>
<td>4a.</td>
<td>Coordinate survey administration with the E.D.’s Needs Assessment and/or any other input that is required to further the goals of the school (including Board and School Site Council).</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Compile <strong>summary data reports</strong> from on-line software. In order to facilitate consensus building at the special session, the data will not be shared with the Board of Directors until that time. In order to prepare for the special session, board members will review the Executive Director’s reports using the <strong>Tool for Analyzing the Reports of the Administration</strong> (see TARA).</td>
<td>Evaluation Committee</td>
</tr>
<tr>
<td>5.</td>
<td>Special Closed Session of the Board for <strong>formal Executive Director Evaluation</strong>. For each category, the Board shall come to a consensus on a holistic score (1-4), and a 1-2 sentence summary statement of the Executive Director’s Performance Rubric through the examination of the following:</td>
<td>Board of Directors</td>
</tr>
<tr>
<td></td>
<td>a. <strong>TARA</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. <strong>Summary Data from surveys</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. <strong>E.D.’s Self Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The summary statements will be compiled and used for a cover letter that is a narrative addition to the rubric as described below. (See Performance Rubric)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Board of Directors</td>
<td>Within 24 hours of Special Session</td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>6. Deliver a letter for the Executive Director summarizing the <strong>Board’s findings</strong>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include copies of summary data from surveys. Copy of summary letter and original data goes into “Executive Director’s File.” The minutes will show that the Executive Director’s evaluation has been complete and performance has been shown to be “satisfactory” or “not satisfactory.” Satisfactory is deemed when the mean is 3 or better.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objective: to analyze the Executive Director’s performance as it has been demonstrated via the monthly Executive Director’s reports.

Directions: Review the Performance Rubric. Make notes from the Executive Director’s reports and your own observations in the space provided.

Accomplishments

1. What objectives have been met this year?
   a. Curriculum Development

   b. Supervision

   c. Strategic Planning

   d. Student Performance

   e. Professional Development (Staff)

   f. Professional Development (Self)
## Leadership

2. Does the executive director demonstrate the capacity to lead the school community?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>g.</td>
<td>Written and Oral Communication</td>
</tr>
<tr>
<td>h.</td>
<td>Educational Vision</td>
</tr>
<tr>
<td>i.</td>
<td>Community and School Relations</td>
</tr>
<tr>
<td>j.</td>
<td>Teamwork and Collaboration</td>
</tr>
<tr>
<td>k.</td>
<td>Decision-making</td>
</tr>
<tr>
<td>l.</td>
<td>Innovation and Creativity</td>
</tr>
<tr>
<td>m.</td>
<td>Professionalism</td>
</tr>
<tr>
<td>n.</td>
<td>Oversight and Policy Development</td>
</tr>
<tr>
<td>o.</td>
<td>School and Community Building</td>
</tr>
</tbody>
</table>
Performance Rubric
2009-2010 School Year

Executive Director: ___________________________________

Based on the analysis of the reports to the Board, summary data from the surveys of faculty and staff, school community, and Executive Director’s self evaluation, and the Board’s own observations your performance has been assigned a holistic score of 1-4 for each category below:

4  Exemplary
3  Satisfactory
2  Performance Target
1  Not Satisfactory

Educational Vision: Developing a vision and establishing clear goals; providing direction in achieving stated goals; encourage others to contribute to goal achievement; securing commitment to a course of action from individuals and groups.

1. The Executive Director articulates a clear vision for the school and its efforts based on the mandate of the charter
2. The Executive Director generates enthusiasm and works to persuade others to work together to accomplish common goals
3. The Executive Director is good at identifying and overcoming barriers to teaching and learning
4. The Executive Director encourages innovation toward improved teaching and learning
5. The Executive Director seeks commitment of all involved to a specific course of action
6. The Executive Director is good at identifying and overcoming barriers to teaching and learning
7. The Executive Director requires that we as a school examine what we are doing, how we are doing it, and why we are doing it

Curriculum Development: Implementing strategies for improving teaching and learning including putting programs and improvement efforts into action.

8. The Executive Director takes an active role in improving curriculum and instruction
9. The Executive Director develops alliances and/or resources outside the school that improve the quality of teaching and learning
10. The Executive Director supports teachers in acquiring tools/resources necessary for teaching
11. The Executive Director develops curriculum democratically with parents and teachers

Supervision:

12. The Executive Director sets high standards for staff and student performance
13. The Executive Director ensures a safe environment for students and supervises student behavior
14. The Executive Director develops with parents and teachers individual behavior plans when needed
15. The Executive Director evaluates personnel in accordance with established procedures
16. The Executive Director clearly articulates expectations regarding the performance of others
17. The Executive Director establishes school routines and procedures that contribute to learning and teaching
18. The Executive Director oversees aspects of special education program
19. The Executive Director provides support and input to school committees, the PA, the Board, and the School Site Council

<table>
<thead>
<tr>
<th>Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. The Executive Director updates community on policy, facilities and pertinent information in a timely fashion</td>
</tr>
<tr>
<td>21. The Executive Director communicates all necessary information to the appropriate person(s) in a timely manner</td>
</tr>
<tr>
<td>22. The Executive Director demonstrates effective, diplomatic communication in public relations based on the communication policy of the school</td>
</tr>
<tr>
<td>23. The Executive Director resolves conflicts using the conflict resolution policy of the school</td>
</tr>
<tr>
<td>24. The Executive Director implements effective internal communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Communication: Clearly communicating when speaking to individuals, small groups and large groups. Making oral presentations that are clear and easy to understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. The Executive Director demonstrates effective presentation skills, e.g. opening and closing comments, eye contact, enthusiasm, confidence, rapport, use of visual aids</td>
</tr>
<tr>
<td>26. The Executive Director speaks articulately</td>
</tr>
<tr>
<td>27. The Executive Director tailors messages to meet the needs of the audiences</td>
</tr>
<tr>
<td>28. The Executive Director maintains open, two-way communications</td>
</tr>
<tr>
<td>29. The Executive Director communicates information clearly and succinctly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Communication: Expressing ideas clearly in writing; demonstrating technical proficiency. Writing appropriately for different audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. The Executive Director uses written communication to keep the community informed of school events</td>
</tr>
<tr>
<td>31. The Executive Director completes written, detailed reports to the Board in a timely manner</td>
</tr>
<tr>
<td>32. The Executive Director expresses ideas clearly in writing</td>
</tr>
<tr>
<td>33. The Executive Director writes appropriately for different audiences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community and School Relations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. The Executive Director works collaboratively with Executive Directors and the Board of Directors and attends all meetings</td>
</tr>
<tr>
<td>35. The Executive Director maintains positive relations with the school district and works to secure needed resources</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>36.</td>
</tr>
<tr>
<td>37.</td>
</tr>
<tr>
<td>38.</td>
</tr>
<tr>
<td>39.</td>
</tr>
<tr>
<td>40.</td>
</tr>
<tr>
<td>41.</td>
</tr>
<tr>
<td>42.</td>
</tr>
</tbody>
</table>

**Strategic Planning:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>43.</td>
<td>The Executive Director assesses and determines long and short term needs based on staff, committee and community input</td>
</tr>
<tr>
<td>44.</td>
<td>The Executive Director conducts an annual needs assessment based upon previous year’s annual performance audit</td>
</tr>
<tr>
<td>45.</td>
<td>The Executive Director articulates the means by which the school’s programs can be developed to realize the charter’s vision</td>
</tr>
<tr>
<td>46.</td>
<td>The Executive Director communicates and collaborates with school community to meet planning needs</td>
</tr>
</tbody>
</table>

**Student Performance:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>47.</td>
<td>The Executive Director holds high expectations for student performance</td>
</tr>
<tr>
<td>48.</td>
<td>The Executive Director uses information about student performance to improve school wide instruction</td>
</tr>
<tr>
<td>49.</td>
<td>The Executive Director promotes the importance of measuring student progress systematically</td>
</tr>
<tr>
<td>50.</td>
<td>The Executive Director effectively communicates with the school community regarding student performance</td>
</tr>
<tr>
<td>51.</td>
<td>The Executive Director considers the differences in learning style and intelligences of student’s when looking at performance</td>
</tr>
</tbody>
</table>

**Development of Staff:** Teaching, coaching and helping others. Providing specific feedback based on observation and data

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>52.</td>
<td>The Executive Director provides professional growth opportunities</td>
</tr>
<tr>
<td>53.</td>
<td>The Executive Director shares information and expertise from personal experiences</td>
</tr>
<tr>
<td>54.</td>
<td>The Executive Director motivates others to change behaviors that inhibit professional and organizational growth</td>
</tr>
<tr>
<td>55.</td>
<td>The Executive Director asks the person what he/she perceives to be strengths and weaknesses and what he/she wants to improve (individual staff development)</td>
</tr>
<tr>
<td>56.</td>
<td>The Executive Director seeks agreement on specific actions to be taken for development and growth</td>
</tr>
<tr>
<td>57.</td>
<td>The Executive Director creates a climate for self-exploration and life-long learning</td>
</tr>
</tbody>
</table>

**Education of Community:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>58.</td>
<td>The Executive Director facilitates parent education on the International Baccalaureate Primary Years Program</td>
</tr>
</tbody>
</table>
59. The Executive Director facilitates educational workshops based on need for parents and volunteers

60. The Executive Director motivates others to change behaviors that inhibit professional and organizational growth

61. The Executive Director asks the person what he/she perceives to be strengths and weaknesses and what he/she wants to improve (individual staff development)

62. The Executive Director seeks agreement on specific actions to be taken for development and growth

63. The Executive Director creates a climate for self-exploration and life-long learning

**Understanding Own Strengths and Weaknesses:** Understanding personal strengths and weaknesses. Taking responsibility for improvement by actively pursuing developmental activities. Striving for continuous learning

64. The Executive Director recognizes and communicates own strengths

65. The Executive Director recognizes and manages own developmental needs

66. The Executive Director is a positive person who maintains his/her composure

67. The Executive Director actively pursues personal growth through participation in planned developmental activities

69. The Executive Director engages in self-evaluation and reflection in order to pursue personal growth

**Leadership Skills**

**Teamwork and Collaboration:** Seeking and encouraging involvement of team members. Modeling and encouraging the behaviors that move the group to task completion. Supporting group accomplishment

69. The Executive Director provides opportunities and encourages faculty, staff, parents, and others to offer input on school matters

70. The Executive Director assists the team in maintaining the direction needed to complete the task

71. The Executive Director communicates the importance of focusing on the needs of students and parents

72. The Executive Director actively leads us in developing and implementing policy and procedure

73. The Executive Director supports the ideas and views of team members to solve problems

74. The Executive Director contributes ideas towards achieving a solution

75. The Executive Director seeks consensus among team members

**Decision-making Skills:** Reaching logical conclusions and making high quality decisions based on available information. Assigning appropriate priority to significant issues. Exercising appropriate caution in making decisions and in taking action. Seeking out relevant data, facts and impressions. Analyzing and interpreting complex information

76. The Executive Director is good at identifying and solving problems

77. The Executive Director recognizes when a group or individual requires direction

78. The Executive Director assigns appropriate priority to issues and tasks

79. The Executive Director assesses the situation and gathers needed information in order to make a
| 80. The Executive Director seeks resolutions that match the needs of the individual or situation |
|---|---|
| 81. The Executive Director seeks feedback on decisions |
| 82. The Executive Director communicates a clear rationale and process for a decision |
| 83. The Executive Director makes faculty and staff a part of the decision making process |

**Organizational Ability:** Planning and scheduling one’s own and the work of others so that resources are used appropriately. Scheduling flow of activities; establishing procedures to monitor projects. Practicing time and task management; knowing what to delegate and to whom.

| 84. The Executive Director delegates responsibilities to others where appropriate |
| 85. The Executive Director plans follow-up to monitor progress of delegated responsibilities |
| 86. The Executive Director develops action plans |
| 87. The Executive Director monitors progress of plans and adjusts plans or actions as needed |
| 88. The Executive Director establishes timelines, schedules and milestones |
| 89. The Executive Director is well-prepared for meetings |
| 90. The Executive Director makes effective use of available resources |
| 91. The Executive Director makes effective use of available resources |
| 92. The Executive Director establishes timelines, schedules and milestones |
| 93. The Executive Director monitors progress of plans and adjusts plans or actions as needed |

**Innovation and Creativity:**

| 94. The Executive Director finds new ways to do things better |
| 95. The Executive Director challenges blind spots and develops new perspectives |

**Professionalism:**

| 96. The Executive Director performs duties in a professional manner |
| 97. The Executive Director demonstrates qualities of fairness and equality |
| 98. The Executive Director maintains integrity in all dealings with the school community |
| 99. The Executive Director deals appropriately and tactfully with people from different backgrounds |

**Oversight Functions:**

| 100. The Executive Director is knowledgeable of laws and policies that govern the school |
| 101. The Executive Director manages the budget and available funds with skill and fairness |
| 102. The Executive Director actively leads the community in developing and implementing school policies and procedures |
| 103. The Executive Director monitors the grant writing process to ensure acquisition of maximum resources |

**School Community Building:**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>104.</td>
<td>The Executive Director actively promotes the school</td>
</tr>
<tr>
<td>105.</td>
<td>The Executive Director creates an atmosphere of curiosity, growth and development</td>
</tr>
<tr>
<td>106.</td>
<td>The Executive Director ensures that this is a place of learning</td>
</tr>
<tr>
<td>107.</td>
<td>The Executive Director builds community through varied and innovative events and communications</td>
</tr>
<tr>
<td>108.</td>
<td>The Executive Director actively seeks out community input in school development</td>
</tr>
</tbody>
</table>
The following planning guides reflect the standards-based instructional planning process that will be used to develop curriculum at Gian Charter Academy. Each unit overview demonstrates how standards will be clustered around big ideas (high-priority standards – Enduring Understandings), and how that cluster of standards will be communicated to students and assessed. We have also provided a sample lesson plan that reflects the unit standards, and breaks them into daily objectives that can also be articulated to students. We have provided one sample unit for each core content area, spread across a number of different grade levels.

**KEY:** EU = Enduring Understanding, IK= Important to Know and Do, WF=worth being familiar with

| Name: Teacher X | Grade level/ Subject: Grade 2 | Unit Title: Numbers Many Ways | Estimated Timeframe: 3 weeks |

<table>
<thead>
<tr>
<th><strong>CLUSTERED UNIT STANDARDS</strong></th>
<th>Bloom’s</th>
<th>EU</th>
<th>IK</th>
<th>WF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1.3 Order and compare whole numbers to 1,000 by using the symbols &lt;, =, &gt;.</td>
<td>V</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 (Mathematical Reasoning) Defend the reasoning used and justify the procedures selected.</td>
<td>IV</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 (Number Sense) Count, read, and write whole numbers to 1,000 and identify the place value for each digit.</td>
<td>II</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 (Number Sense) Use words, models, and expanded forms to represent numbers (to 1,000)</td>
<td>III</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT COMMUNICATE HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS**

**Essential questions:**
- When comparing numbers, how can we decide which numbers are biggest, which are smallest, and which ones fall somewhere in the middle?
- What are some real-life situations in which it is important to figure out which number has the largest or smallest value?

**SUMMATIVE ASSESSMENT**
Choose a 3-digit number between 100 and 1,000 (you may not choose any number ending with 2 zeros). You will write a report on your number that shows the number in:
expanded notation
a place value chart
a drawing of that number of objects
a story you will make up where a person has to make a decision by comparing the value of two numbers
You will put all of these pieces of your number report in a portfolio, and present it to your classmates, with an explanation of how you did each part of the report.

**EVALUATION CRITERIA**

Students will be graded using a rubric that measures:
Mathematical correctness (50%) – Most important!
Mathematical Communication (35%) – Second most important
Writing Mechanics (10%) – Third most important
Portfolio Presentation/ Neatness (5%) – Fourth most important
### STANDARDS

| 1.1 (Number Sense) Count, read, and write whole numbers to 1,000 and identify the place value for each digit. |
| 1.1 (Statistics/Data Analysis) Record numerical data in systematic ways, keeping track of what has been counted. |
| 2.1 (Mathematical Reasoning) Defend the reasoning used and justify the procedures selected. |

### OBJECTIVES

| 1) By the end of the lesson, students will be able to break any given three-digit number into its place value components. |
| 2) By the end of the lesson, students will be able to write any given 3-digit number in words with correct spelling. |
| 3) By the end of the lesson, students will use their mastery of objectives 1 and 2 to independently complete a “number representation chart” containing at least three 3-digit numbers. |
| 4) By the end of the lesson, students will be able to describe how they completed the “numerical representation chart,” using place value vocabulary words (e.g. hundreds, tens, ones place, etc.), and correct spelling of the names of relevant digits. |

### ASSESSMENT

- Constructed Response: Complete a numbers chart writing 3 different numbers in digits and words, and showing place value.
- Students will explain their thinking in their math journals.

### ACTIVITIES

### DIFFERENTIATION
Open with a two daily problems:
1) True/false: There are 4 tens in 364. Explain your thinking
2) Complete the pattern:
32 3 54 5 76 7 Describe the pattern in words
- Review place value, using sample numbers: 405, 553, 620 and the place value chart
- Writing numbers lesson: students look for spelling patterns between single and double-digit numbers (e.g. 4 & 40, 6 & 60, etc.)
- Charting Numbers:
  - Discuss expectations for completion of number chart and written explanation
  - Model completing a Number Chart with think aloud and sample written reasoning
  - Guided practice completing a number chart
  - Independent completion of number chart
  - Review of number chart answers with “convince me” discussion

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Hundred</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>135</td>
<td>Twenty-four</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2_6</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 hundred fifty seven</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Differentiation based on
- Readiness
- Language
- Learning Style

Students can reference the math word wall to for the proper spelling of numbers and digits
More advanced students also write and solve problems with each of the numbers, or write story sentences with each one.

Kinesthetic students can use the place value chart to figure out place values
Name: Teacher Y Grade level/ Subject: Grade 4 Social Studies

Unit Title: CA – Growth and Development Estimated Timeframe: 20 days

<table>
<thead>
<tr>
<th>UNIT STANDARDS</th>
<th>(Selected from Prioritization Grid)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</td>
<td></td>
</tr>
<tr>
<td><strong>Standard</strong></td>
<td>Bloom’s EU IK WF</td>
</tr>
<tr>
<td>4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.</td>
<td>V X</td>
</tr>
<tr>
<td>4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.</td>
<td>IV X</td>
</tr>
<tr>
<td>4.4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).</td>
<td>V X</td>
</tr>
<tr>
<td>4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.</td>
<td>II X</td>
</tr>
<tr>
<td>4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).</td>
<td>II X</td>
</tr>
<tr>
<td>4.4.6 Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.</td>
<td>II X</td>
</tr>
<tr>
<td>4.4.7 Trace the evolution of California’s water system into a network of dams, aqueducts, and reservoirs.</td>
<td>II X</td>
</tr>
<tr>
<td>4.4.8 Describe the history and development of California's public education system, including universities and community colleges.</td>
<td>I X</td>
</tr>
<tr>
<td>4.4.9 Analyze the impact of twentieth-century Californians on the nation’s artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Springer, John Wayne).</td>
<td>IV X</td>
</tr>
</tbody>
</table>
### HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS

#### Essential Questions
- How have important events in US history impacted California’s farming and industrial development?
- What were some of the most important inventions and innovations in the beginning of the 20th Century?
- Who were the immigrants to California during the 20th Century? What issues did they face? How did they impact California’s culture, industry, and lifestyle?

### SUMMATIVE ASSESSMENT

- StoryPath end of Unit Exam
- Write a newspaper article about the influx of immigrants at the turn of the century, and the impacts it’s having on California.
- Design labeled dioramas of California before and after the Gold Rush, including a written description of the differences between the two depictions.

### EVALUATION CRITERIA

- Unit test (30 % of unit grade) – A-F grade based on correctness of responses.
- Newspaper article (20% of unit grade) – Graded using a historical narrative rubric focusing on
  - Historical accuracy
  - Writing conventions
  - Analysis of cause and effect
- Diorama (40% of unit grade) – Graded using a performance rubric focused on
  - Historical accuracy
  - Written explanation
  - Aesthetic presentation
### Standards

| 4.4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. |

### Objectives

Students will be able to...
1. Explain in verbally and with pictures, how the Pony Express operated
2. Be able to articulate the positive and negative aspects of being a Pony express rider
3. Predict some of the impacts this system of mail delivery had on everyday life in California.
4. Reflect, in writing, on the significance of innovations in mail delivery.

### Assessment

- Respond to comprehension and analysis questions about the Pony Express (in Harcourt, pp. 274-277 in teacher’s manual)
- Draw a visual representation of the Pony Express, and write a narrative description of that illustration.

### Activities

1. Pre-reading: To build relevance, brainstorm everything students know about our current postal system. Specifically - what kinds of technology does it rely upon? What is the job of a postal worker like? How fast do we get mail? Etc.
2. Provide students with background on *Jimmy Spoon and the Pony Express* (see Harcourt teacher guide, p. 274). Use a map of the US to help them visualize the territory covered by the riders (Missouri-California).
3. Explicitly instruct key vocabulary in the story, focusing on the terms related to horses and horse-back riding.
4. Do a round-robin reading of the story, pausing to ask comprehension and prediction questions along the way. Have students compare what they learn to what they brainstormed about our current postal service system.
5. Discuss with students some of the mental images they got from the story (use the metaphor of a mental movie if necessary).
6. Students then illustrate a significant scene from the life of a Pony Express rider. They should write a short essay about why they chose the scene they chose, and how it reflects a key aspect of the Pony Express.
7. Preview the fact that the entire unit will be about how innovation changed the face of California. Ask them to reflect in their journals about how a faster mail system might

### Differentiation

- Differentiation based on Readiness
- Language
- Learning Style
- Show clips of the 1953 movie "Pony Express" to build the students' visual images of the Pony Express
- Label the Pony Express route Use a large map of the US and have students trace the route at different paces, one equivalent to that of a car, one equivalent to a plane, and one equivalent to a horse (integrate math to come up with times.)
<p>| change the way people live in California. | <a href="http://www.xhomestation.com/map-1862.html">http://www.xhomestation.com/map-1862.html</a> for a map of the route. |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Bloom’s</th>
<th>EU</th>
<th>IK</th>
<th>WF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 (Writing Applications) Write narratives</td>
<td>5</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Establish a plot, point of view, setting and conflicts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Show, rather than tell, the events of the story</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 (Speaking Application) Deliver narrative presentations:</td>
<td>5</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Show, rather than tell, the listener what happens.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 (Reading Comprehension) Discern main ideas and concepts presented in text identifying and assessing evidence.</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 (Writing Conventions) Use correct capitalization</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 (Reading Comprehension) Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 (Writing Strategies) Use a thesaurus to identify alternative word choices and meanings.</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Speaking Strategies) Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 (Writing Conventions) Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 (Speaking Strategies) Engage the audience with appropriate verbal cues, facial expressions, and gestures.</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS**

**Essential Questions**

How can I write a story with correct grammar and spelling?

How can I tell interesting stories that will be exciting to read?

**SUMMATIVE ASSESSMENT**

Write your own narrative selection.

This selection will include the theme of Competition and Cooperation

Turn your narrative piece into a dramatic interpretation

**EVALUATION CRITERIA**

At the beginning of the unit students will create a rubric which will evaluate their writing and their oral performance.
### Standards

| 1.1 (Speaking Strategies) Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. |
| 2.4 (Reading Comprehension) Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. |

### Objectives

| 1) By the end of the lesson students will be able to choose at least five consecutive sentences (including dialogue) from the story Class President, and they will read them fluently. |
| 2) By the end of the lesson students will read dialogue from Class President and include voice expression and intonation. |
| 3) By the end of this lesson students will be able to find and write three inferences made in the text and they will use inferences to make conclusions about characters. |

### Assessment

- Complete a graphic organizer on characters from *Class President*
- Role play situations from the character’s perspective
- Read five sentences from the *Class President* selection fluently and with expression

### Activities

**Part I**
- Introduce the concept of character inference by having students do a free write describing their favorite person. Record some of the adjectives they use in two columns: things we can see/things we have inferred. Ask them to look at the adjectives and try to derive a definition of “infer” – what do all those words have in common? (they are not visible traits, we have to infer them).
- Brainstorm with the students how we infer character traits (what people say, their facial expressions, their actions, etc.)
- Students listen to an audio recording of *Class President* for basic comprehension.
- Students get into pairs to re-read the story and complete a graphic organizer with character names, and space to record descriptive words about the character, and how they made the inference. (Model doing this with the main character.)
- Go over the characters as a whole class. Then engage students in a role play – given what they know about the characters, how would they react to different scenarios? Students draw character names and sample scenarios out of a bowl, and then role play the situation, trying to stay in character.

**Part II**
- Discuss how knowledge of a character can help you read with expression.

### Differentiation

- Differentiation based on
  - Readiness
  - Language
  - Learning Style

Use facial expression cards to concretely demonstrate how inference can result from body language.

During pair reading, work with a small group of students (low readers and/or language learners) to help them complete the activity – use dramatization and mime.
- Model reading dialogue from *Class President* and include voice expression and intonation – first do it wrong, and ask students why your intonation is off. Then do it right, and discuss again.
- Students choose at least five consecutive sentences, with dialogue from *Class President* . They can practice reading them fluently. They will have to perform this the following day, with critique from the audience.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>to reinforce character comprehension.</td>
</tr>
</tbody>
</table>
### Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 (Writing Applications) Write narratives&lt;br&gt;a) Establish a plot, point of view, setting and conflicts.&lt;br&gt;b) Show, rather than tell, the events of the story</td>
<td>1) By the end of the lesson students will be able to select a topic for their narrative.&lt;br&gt;2) By the end of the lesson students will develop a descriptive web for their story’s main character&lt;br&gt;3) By the end of this lesson students will be able to list the elements of a plot (conflict, rising action, climax, falling action), and will show in writing and with pictures, the main character’s initial conflict.</td>
<td>• Completed character web&lt;br&gt;• Written and artistic representation of story conflict</td>
</tr>
</tbody>
</table>

### Activities

#### Part I
- Review the theme of Cooperation and Competition – where did we see each of those themes in *Class President*?
- Introduce the “Ideas” part of the 6+1 Traits Rubric ([http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.PDF](http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.PDF)) to the students, along with the grading criteria. Use that as a basis for the initial discussion about story ideas. Ask – “what will you need to make your story a 5 (Strong) on the rubric?”
- Have students get into groups of 3 to brainstorm story ideas about cooperation and competition.
- Share out ideas to record a whole class brainstorm.
- Select one of the ideas and ask students to develop a main character with you, using a web (adjectives for the character go in the web)
- Students work independently to choose a topic, and create a character web – they can work in pairs at this stage, but will each have to write their own story.

#### Part II
- Mini-lesson on the elements of plot, using the graphic representation of a rising and falling slope
- Direct instruction on the importance of developing conflict for the main character - point out

### Differentiation

- Differentiation based on<br>  • Readiness<br>  • Language<br>  • Learning Style<br>  • provide bilingual adjective cards for ELs to pull from<br>  • Work with a small group to help them individually develop character webs<br>  • Have students role-play the conflict in *Class President* and other stories to build comprehension of the concept.
how conflict can be internal or external, and does not imply fighting, per-say
- Students free write an initial conflict idea for their main character
- Students pair up to share their ideas
- Students work on artistic representations of their story conflict.
Name: Teacher A  
Grade level/ Subject: Grade 1 Science

Unit Title: Solid and Liquids  
Estimated Timeframe: 10 weeks

<table>
<thead>
<tr>
<th>UNIT STANDARDS</th>
<th>CLUSTERED UNIT STANDARDS</th>
<th>(Selected from Prioritization Grid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Bloom’s</td>
<td>EU</td>
</tr>
<tr>
<td>1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Students know the properties of substances can change when the substances are mixed, cooled, or heated.</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>a. Students know solids, liquids, and gases have different properties.</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</td>
<td>5</td>
<td>X</td>
</tr>
<tr>
<td>a. Draw pictures that portray some features of the thing being described.</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>b. Record observations and data with pictures, numbers, or written statements.</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>c. Record observations on a bar graph.</td>
<td>3</td>
<td>X</td>
</tr>
</tbody>
</table>

HOW STANDARDS WILL BE COMMUNICATED TO STUDENTS

Essential Question(s):
How do scientist use properties to categorize all objects?
What are some cool, new observation vocabulary words?

SUMMATIVE ASSESSMENT
Performance Assessment/Personal Communication:
Students will join the teacher to observe three different, unfamiliar objects. They will be expected to give:
 Name five properties for each object (three must be new vocabulary)
 Categorize each object as solid, liquid, or gas
 Describe the differences between the states of matter

Constructed Response*
Students will answer the following questions:
 How can you change an ice cube form a solid to a liquid?
 How can you change liquid water into a solid?
 What would happen if you left water in an open container for several days?
  * (can be oral if needed)

EVALUATION CRITERIA

Performance Assessment/Personal Communication:
Using a checklist, students can receive:
 15 points for observing the objects (x 1)
 3 points for identifying the objects as solid, liquid, or gas (x 3)
 5 points for describing the differences between each of the states of matter (x 2)
  For a total of 54 points

Constructed Response
Using a 4 point rubric, each question will be graded on the following criteria:
 Scientific Concepts
 Scientific Vocabulary
 Accuracy
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>OBJECTIVES</th>
<th>ASSESSMENT</th>
</tr>
</thead>
</table>
| Students know solids, liquids, and gases have different properties. Record observations and data with pictures, numbers, or written statements. | By the end of the period, students will be able to:  
- List five properties of different solids  
- Use the words flexible and rigid to describe an object  
- Record the properties of five objects on a chart | Collect the “Properties of Solid Objects” chart. |

**ACTIVITIES**

1. Review introduction lesson – Everything is a solid, liquid, or gas. Explain that today we will be exploring the properties of solids.
2. Use FOSS Investigation 1: Solids - Part 1 starting with step three on page 13  
   - Discuss the observation and properties – use of 5 senses to get information about an object (no tasting in the science lab unless told by teacher)  
   - Model observing and recording properties of a marker  
   - Put students into pairs  
   - Distribute the first four objects – cloth square, plastic triangle, plastic tube, wood cylinder  
   - Allow partners time to observe  
   - Whole class – discuss and chart property vocabulary of a “Word Bank” poster - introduce the terms rigid and flexible  
   - Distribute three additional objects – craft stick, screw, insulated wire  
   - Distribute the “Properties of Solid Objects” chart  
   - Allow time for partners to observe and record, on the chart, the properties of five different solids  
   - Whole group debrief – Review the “Word Bank” and create a “What we Learned” chart

**DIFFERENTIATION**

- Differentiation based on  
  - Interest  
  - Readiness  
  - Language  
  - Learning Style

- Tactile observation of properties helps vocabulary development for language learners.

- Strategic partnering when necessary to help low readiness students.

- Students needing an additional challenge can add additional
|          | property words to the chart. |
Gian Charter Academy Scope and Sequence – K-5 Core Content Areas

The core content areas for Year 1 are listed below, with sample IB inquiry projects and education standards. All sample projects integrate the International Baccalaureate (IB) Areas of Interaction with the California State Content Standards:

- **Approaches to learning:**
  - How do I learn best?
  - How do I know?
  - How do I communicate my understanding?

- **Community and service:**
  - How do we live in relation to others?
  - How can I contribute to the community?
  - How can I help others?

- **Homo faber**
  - Why and how do we create?
  - What are the consequences?

- **Environment**
  - Where do we live?
  - What resources do we have or need?
  - What are my responsibilities?

- **Health and social education.**
  - How do I think and act?
  - How am I changing?
  - How can I look after myself and others?

More particularly, the five areas of interaction:

- are embedded in the subjects and developed naturally through them
- provide both an organization and an extension of learning within and across the subjects, through the exploration of real-life issues
- inspire special activities and interdisciplinary projects
- form part of the framework for student inquiry and take investigative learning further than subject boundaries
- are a vehicle for refining conceptual understanding through different perspectives
- guide reflection and lead from knowledge to thoughtful action.

Scope and Sequence – Kindergarten
**Language Arts**

Using the Open Court texts and leveled readers as a primary source (and additional state approved reading resources, such as books recommended in *Literature, Kindergarten Through Grade Twelve*), students read literature that integrates character themes. They explore the purposes of writing, reading and speaking, especially as the skills relate to project themes and to integrated grade-level academic concepts. They learn contextual applications. They build a repertoire of competencies through reading, independent work, interactive work, and knowledge products created through reading, writing, and oral presentations.

Each unit includes activities that develop phonemic awareness and phonics/decoding ability and also activities that teach students to recognize high-frequency words and read for fluency and meaning. Each unit also includes spiral reviews in some combination of skill sets including: 1) Phonemic Awareness/Phonics/Decoding; 2) Comprehension Skills; 3) Study Skills; 4) Vocabulary 5) Grammar and 6) Writing. Each unit also includes activities that promote speaking and listening skills.

The support materials and leveled readers provided in the curriculum work hand-in-hand with the creative constructivist project ideas the teachers and students develop. Adaptive materials for English Language Learners and for mixed or inclusive classrooms further enable teachers to reach out to all students.
## Scope and Sequence - Language Arts – Kindergarten

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
</table>
| **Sample project:**  
Students will read books that deepen their understanding of families of things in the universe, (families of stars, animal families, plant families, diverse human families, etc.). They learn about character themes while expanding standards-based learning. They choose appropriate texts that encourage word analysis, fluency and systematic vocabulary development as they read simple sentences.  
Students will hear or read stories based on the themes of Respect, Kindness, Friendliness, Appreciation of Diversity, and Patience | **Sample project:**  
Students analyze current events through media (newspaper, online, periodicals, books, etc.) in search of project needs and examples of selflessness. They use reading as a research tool to explore literary as well as nonfiction examples of cause and effect. They use writing as a tool to advocate for projects that result from their research and also to conduct thank-you letter writing campaigns for community heroes they have identified.  
Students will consider the role of Empathy, Sacrifice, and Cooperation in stories they read. | **Sample project:**  
Students study Literary Response and Analysis as they read classic works and learn about structural features and literary terms. They analyze Dedication in the advocates they encounter in literary works. They make analogies and role plays to their own lives. They present a literary work (drama, puppet show, reading in the round, or mixed media event) to advocate for a cause relating to a local community need.  
Students read and talk about Love, Creativity and Acting on Convictions. They create a class newspaper with book/story reviews to give to other student groups. |

### What students will know and do:

#### Highlights:

Students will develop awareness through rhyming words, learn word describing size, begin to use describing words and naming words and color words. They will integrate language with process learning in other content areas.

#### Standards introduced:

- R1.1 Identify the front cover, back cover, and title page of a book.
- R1.2 Follow words from left to right and from top to bottom on the printed page.
- R1.3 Understand that printed materials provide information.

#### Standards reinforced:

- R1.1 Identify the front cover, back cover, and title page of a book.
- R1.2 Follow words from left to right and from top to bottom on the printed page.
- R1.3 Understand that printed materials provide information.
<table>
<thead>
<tr>
<th>R1.4 Recognize that sentences in print are made up of separate words.</th>
<th>R1.4 Recognize that sentences in print are made up of separate words.</th>
<th>R1.4 Recognize that sentences in print are made up of separate words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1.5 Distinguish letters from words.</td>
<td>R1.5 Distinguish letters from words.</td>
<td>R1.5 Distinguish letters from words.</td>
</tr>
<tr>
<td>R1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</td>
<td>R1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</td>
<td>R1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</td>
</tr>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td><strong>Phonemic Awareness</strong></td>
<td><strong>Phonemic Awareness</strong></td>
</tr>
<tr>
<td>R1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</td>
<td>R1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</td>
<td>R1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</td>
</tr>
<tr>
<td>R1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</td>
<td>R1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</td>
<td>R1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</td>
</tr>
<tr>
<td>R1.9 Blend vowel-consonant sounds orally to make words or syllables.</td>
<td>R1.9 Blend vowel-consonant sounds orally to make words or syllables.</td>
<td>R1.9 Blend vowel-consonant sounds orally to make words or syllables.</td>
</tr>
<tr>
<td>R1.10 Identify and produce rhyming words in response to an oral prompt.</td>
<td>R1.10 Identify and produce rhyming words in response to an oral prompt.</td>
<td>R1.10 Identify and produce rhyming words in response to an oral prompt.</td>
</tr>
<tr>
<td>R1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</td>
<td>R1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</td>
<td>R1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</td>
</tr>
<tr>
<td>R1.12 Track auditorily each word in a sentence and each syllable in a word.</td>
<td>R1.12 Track auditorily each word in a sentence and each syllable in a word.</td>
<td>R1.12 Track auditorily each word in a sentence and each syllable in a word.</td>
</tr>
<tr>
<td>R1.13 Count the number of sounds in syllables and syllables in words.</td>
<td>R1.13 Count the number of sounds in syllables and syllables in words.</td>
<td>R1.13 Count the number of sounds in syllables and syllables in words.</td>
</tr>
<tr>
<td>R1.4 Match all consonant and short-vowel sounds to appropriate letters.</td>
<td>R1.4 Match all consonant and short-vowel sounds to appropriate letters.</td>
<td>R1.4 Match all consonant and short-vowel sounds to appropriate letters.</td>
</tr>
<tr>
<td>R1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</td>
<td>R1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</td>
<td>R1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</td>
</tr>
<tr>
<td>R1.6 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</td>
<td>R1.6 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</td>
<td>R1.6 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</td>
</tr>
<tr>
<td>R1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</td>
<td>R1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</td>
<td>R1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</td>
</tr>
</tbody>
</table>
| R1.18 Describe common
categories (e.g., colors, shapes, foods).

**R1.18** Describe common objects and events in both general and specific language.

**Reading Comprehension**

**R2.1** Locate the title, table of contents, name of author and name of illustrator.

**R2.2** Use pictures and context to make predictions about story content.

**R2.3** Connect to life experiences the information and events in texts.

**R2.4** Retell familiar stories.

**R2.5** Ask and answer questions about essential elements of a text.

**Literary Response and Analysis**

**R3.1** Distinguish fantasy from realistic text.

**R3.2** Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).

**R3.3** Identify characters, settings, and important events.

**Listening and Speaking Strategies**

**LS1.1** Understand and follow one-and two-step oral directions.

**LS1.2** Share information and ideas, speaking audibly in complete, coherent sentences.

**Speaking Applications**

**LS2.1** Describe people, places, and things.

**LS2.2** Recite short poems, rhymes and songs.

**LS2.3** Related an experience or short story in

letters of words change, so do the sounds (i.e., the alphabetic principle).

**R1.17** Identify and sort common words in basic categories (e.g., colors, shapes, foods).

**R1.18** Describe common objects and events in both general and specific language.

**Reading Comprehension**

**R2.1** Locate the title, table of contents, name of author and name of illustrator.

**R2.2** Use pictures and context to make predictions about story content.

**R2.3** Connect to life experiences the information and events in texts.

**R2.4** Retell familiar stories.

**R2.5** Ask and answer questions about essential elements of a text.

**Literary Response and Analysis**

**R3.1** Distinguish fantasy from realistic text.

**R3.2** Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).

**R3.3** Identify characters, settings, and important events.

**Listening and Speaking Strategies**

**LS1.1** Understand and follow one-and two-step oral directions.

**LS1.2** Share information and ideas, speaking audibly in complete, coherent sentences.

**Speaking Applications**

**LS2.1** Describe people, places, and things.

**LS2.2** Recite short poems, rhymes and songs.

**LS2.3** Related an experience or short story in a logical sequence.

**Written and Oral Language**

**LC1. 1.1** Recognize and use complete, coherent sentences
<table>
<thead>
<tr>
<th>Written and Oral Language</th>
<th>Speaking Applications</th>
<th>Written and Oral Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LC1.1</strong> Recognize and use complete, coherent sentences when speaking.</td>
<td><strong>LS2.1</strong> Describe people, places, and things.</td>
<td><strong>LC1.1</strong> Recognize and use complete, coherent sentences when speaking.</td>
</tr>
<tr>
<td><strong>LC1.2</strong> Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</td>
<td><strong>LS2.2</strong> Recite short poems, rhymes and songs.</td>
<td><strong>LC1.2</strong> Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</td>
</tr>
<tr>
<td><strong>LC1.3</strong> Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).</td>
<td><strong>LS2.3</strong> Related an experience or short story in a logical sequence.</td>
<td><strong>LC1.3</strong> Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).</td>
</tr>
<tr>
<td><strong>LC1.4</strong> Write by moving from left to right and from top to bottom.</td>
<td></td>
<td><strong>LC1.4</strong> Write by moving from left to right and from top to bottom.</td>
</tr>
</tbody>
</table>
Social Studies – Kindergarten

Language arts texts, social studies materials and reading books help students link the social sciences with IB themes while addressing California Content standards. Guest presenters come to the classroom to help out. Students learn to apply their learning in the community as they process information.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample unit project:</strong></td>
<td><strong>Sample unit projects:</strong></td>
<td><strong>Sample unit projects:</strong></td>
</tr>
<tr>
<td>Historical empathy, a main theme of social studies in kindergarten, is reinforced through stories of ordinary and extraordinary people who showcase positive habits of heart and mind to show leadership qualities.</td>
<td>A series of guest presenters help students connect positive habits with productive jobs and good skills. Student service projects can also help students use knowledge to campaign for safety and for responsible stewardship of the land.</td>
<td>Student service projects can help students use creativity to apply create useful gifts of calendars for global partners or adopted grandparents.</td>
</tr>
<tr>
<td>Through stories, students discover the range and continuity of human experience and reinforce the concept of civic behavior. Respect and kindness are the first two habits learned. Students create buttons or refrigerator magnets for people who serve the community.</td>
<td>What students will know and do:</td>
<td>What students will know and do:</td>
</tr>
<tr>
<td><strong>K.1 Students understand that being a good citizen involves acting in certain ways.</strong></td>
<td><strong>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</strong></td>
<td>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</td>
</tr>
<tr>
<td>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</td>
<td><strong>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</strong></td>
<td>K.6 Students understand that history relates to events, people, and places of other times.</td>
</tr>
<tr>
<td>2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</td>
<td><strong>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</strong></td>
<td>1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</td>
</tr>
<tr>
<td>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</td>
<td>2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.</td>
<td>2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</td>
</tr>
<tr>
<td>4. Construct maps and models of neighborhoods,</td>
<td>3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).</td>
<td>3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun,</td>
</tr>
<tr>
<td>incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</td>
<td>forming organizations, living by rules and laws)</td>
<td></td>
</tr>
</tbody>
</table>
Science - Kindergarten

Science concepts will be integrated into other course content and opportunities given to explore and invent.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample unit project:</strong></td>
<td><strong>Sample unit projects</strong></td>
<td><strong>Sample unit projects</strong></td>
</tr>
<tr>
<td>Students create a Kindness Kingdom in class and examine different materials to put in it and on it in terms of their ability to adhere, to provide a tactile sensation, etc. Students make kindness gifts of recycled objects, found and sorted.</td>
<td>Student projects include plant experiments and artwork comparing landforms in a distant learning partner’s region with our own. They discuss aspirations and those who traveled to meet others around the world for the first time. They discuss the possible purposes behind inventions. They experiment with water and create boats.</td>
<td>Students meet people whose jobs involve asking questions. The guest presenters tell about the process of Investigation and Experimentation in relation to outcome. Students make awards for the guests. They assimilate the processes discussed.</td>
</tr>
<tr>
<td><strong>What students will know and do:</strong></td>
<td><strong>What students will know and do:</strong></td>
<td><strong>What students will know and do:</strong></td>
</tr>
<tr>
<td>Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. <strong>Students will:</strong></td>
<td>Physical Sciences Properties of materials can be observed, measured, and predicted. <strong>As a basis for understanding this concept:</strong> Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).</td>
<td>Scientific progress is made by asking meaningful questions and conducting careful investigations. (Review)</td>
</tr>
<tr>
<td>Observe common objects by using the five senses.</td>
<td><strong>Students know</strong> water can be a liquid or a solid and can be made to change back and forth from one form to the other.</td>
<td><strong>Earth Sciences</strong> Earth is composed of land, air, and water. As a basis for understanding this concept:</td>
</tr>
<tr>
<td>Describe the properties of common objects.</td>
<td><strong>Students know</strong> water left in an open container evaporates (goes into the air) but water in a closed container does not.</td>
<td><em>Students know</em> characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.</td>
</tr>
<tr>
<td>Describe the relative position of objects by using one reference (e.g., above or below).</td>
<td><strong>Students know</strong> how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</td>
<td><strong>Students know</strong> changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</td>
</tr>
<tr>
<td>Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).</td>
<td><strong>Life Sciences</strong> Different types of plants and animals inhabit the earth. <strong>As a basis for understanding this concept:</strong> Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals</td>
<td><strong>Students know</strong> how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</td>
</tr>
<tr>
<td>Communicate observations orally and through drawings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Physical Sciences** Properties of materials can be observed, measured, and predicted. **As a basis for understanding this concept:** Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).

**Life Sciences** Different types of plants and animals inhabit the earth. **As a basis for understanding this concept:** Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals.
clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).

*Students know* water can be a liquid or a solid and can be made to change back and forth from one form to the other.

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

(e.g., seed-bearing plants, birds, fish, insects).

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

*Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

**Earth Sciences**

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

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

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

*Students know* how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.
Scope and Sequence – Kindergarten Math
Students will build a repertoire of grade-level based competencies through visual learning activities and assignments, story problems and process learning activities that sometimes result in the creation of knowledge products. These tangible products enhance community service projects associated with constructivism.

Math activities will be aligned with the Open Court Language Arts series and reinforced by the "Bridges/Numbers Corner” Math Alive! lesson plans and manipulatives.

The kindergarten program in this curriculum presents spiraled lesson plans. Each education standard is taught and reviewed several times within the learning units in both Volumes 1 and 2. The kindergarten topics are presented, in general, in the following sequence:

- Sorting and Patterning
- Counting and related Skills
- Early Computation

Projects and activities will also reinforce the IB themes. As students learn standards-based skills, these thematically linked projects will provide opportunities to apply those skills and produce practical outcomes.

The year will begin with diagnostic testing, which introduces many skills to the kindergarteners for the first time. Time in each unit is included to learn, apply, and monitor new skills and to review and reapply skills previously learned, until students master as many grade-level skills as possible. The chart below indicates those which are newly integrated with other course content in each trimester, as well as those which are covered in practical applications through practice sessions.
<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sample projects:</th>
<th>Sample projects:</th>
<th>Sample projects:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service projects and in-class activities include counting and sorting as integrated aspects of learning. Projects begin to include computations in the preparation stage as well. (For instance, determining how many seeds to buy for a planting project.) Spontaneous practical applications are included in the learning plan. Music is used to teach counting, chords and harmonies.</td>
<td>Student projects include the use of sorting to make gifts. Students also make clocks as gifts when discussing Appreciation of Diversity.</td>
<td>Students are challenged to plan their own project involving agriculture or food distribution. They must decide what needs measuring, counting or planning, etc. and take the appropriate steps with the teacher.</td>
</tr>
<tr>
<td><strong>Math Practiced through Integrated Activities:</strong></td>
<td><strong>Math Practiced through Integrated Activities:</strong></td>
<td><strong>Math Practiced through Integrated Activities:</strong></td>
</tr>
<tr>
<td>MMG1.1 Compare two or more sets of objects (up to ten per group) and identify which set is equal to, more than, or less than the other.</td>
<td>MMG1.1 Compare the length, weight and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, etc.)</td>
<td>MMG1.1 Compare two or more sets of objects (up to ten per group) and identify which set is equal to, more than, or less than the other.</td>
</tr>
<tr>
<td>MMG1.2 Demonstrate an understanding of concepts of time and tools that measure time.</td>
<td>MMG1.2 Demonstrate an understanding of concepts of time and tools that measure time.</td>
<td>MMG1.2 Demonstrate an understanding of concepts of time and tools that measure time.</td>
</tr>
<tr>
<td>MMG1.3 Name the days of the week.</td>
<td>MMG1.3 Name the days of the week.</td>
<td>MMG1.3 Name the days of the week.</td>
</tr>
<tr>
<td>MMG2.1 Identify and describe common geometric objects (e.g. circle, triangle, square, rectangle, cube, sphere, cone).</td>
<td>MMG2.2 Compare familiar plane and solid objects by common attributes (e.g. position, shape, size, roundness, number of corners).</td>
<td>MMG1.2 Demonstrate an understanding of concepts of time and tools that measure time.</td>
</tr>
<tr>
<td>MMG2.2 Compare familiar plane and solid objects by common attributes (e.g. position, shape, size, roundness, number of corners).</td>
<td>MSDP1.1 Pose information questions; collect data; and record the results using objects, pictures and picture graphs.</td>
<td>MSDP1.2 Identify, describe and extend simple patterns (such as circle or triangles) by referring to their shapes, sizes or colors.</td>
</tr>
<tr>
<td>MN1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.</td>
<td>MNS1.2 Count, recognize, represent, name and order a number of objects (up to 30).</td>
<td>MNS1.2 Count, recognize, represent, name and order a number of objects (up to 30).</td>
</tr>
<tr>
<td>MAF1.1 Identify, sort and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red.)</td>
<td>MAF1.1 Identify, sort and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red.)</td>
<td>MAF1.1 Identify, sort and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red.)</td>
</tr>
<tr>
<td>MSDP1.1 Pose information question; collect data; and record the results using objects, pictures and picture graphs.</td>
<td>MSDP1.2 Identify, describe and extend simple patterns (such as circle or triangles) by referring to their shapes, sizes or colors.</td>
<td>MSDP1.2 Identify, describe and extend simple patterns (such as circle or triangles) by referring to their shapes, sizes or colors.</td>
</tr>
<tr>
<td>MNS1.2 Count, recognize, represent, name and order a number of objects (up to 30).</td>
<td>MNS1.2 Count, recognize, represent, name and order a number of objects (up to 30).</td>
<td>MNS1.2 Count, recognize, represent, name and order a number of objects (up to 30).</td>
</tr>
<tr>
<td>MNS2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less that 10).</td>
<td>MNS2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less that 10).</td>
<td>MNS2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less that 10).</td>
</tr>
<tr>
<td>Standards introduced</td>
<td>Standards introduced or reinforced:</td>
<td>Standards introduced or reinforced:</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------</td>
<td>------------------------------------</td>
</tr>
</tbody>
</table>

**Number Sense**

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

1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.

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

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

2.0 Students understand and describe simple additions and subtractions:

| MAF1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red). | MMG2.2 Compare familiar plane and solid objects by common attributes (e.g. position, shape, size, roundness, number of corners). | MSDP1.1 Pose information questions; collect data; and record the results using objects, pictures and picture graphs. | MMR1.1 Determine the approach, materials, and strategies to be used. |
### Algebra and Functions

1.0 Students sort and classify objects:

1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

### Measurement and Geometry

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

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

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

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

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

#### Statistics, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment:

1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

#### Mathematical Reasoning

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

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

1.2 Use tools and strategies, such as manipulatives or sketches, to model the nearest hour of everyday events (e.g., lunch time is 12 o’clock; bedtime is 8 o’clock at night).

### Sample Text

- Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).
- Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).
- Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.
- Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.
| sketches, to model problems. | 2.0 Students solve problems in reasonable ways and justify their reasoning:

2.1 Explain the reasoning used with concrete objects and/or pictorial representations.

2.2 Make precise calculations and check the validity of the results in the context of the problem. | manipulatives or sketches, to model problems. | 2.0 Students solve problems in reasonable ways and justify their reasoning:

2.1 Explain the reasoning used with concrete objects and/or pictorial representations.

2.2 Make precise calculations and check the validity of the results in the context of the problem. |
Students study the habits of Collaboration. They continue to learn to appreciate diverse capacities, to show empathy for the experiences of others. They learn to use poems, articles and stories as tools to see through the eyes of others. They teach others using their stories as well.

Using the Open Court readers and additional reading resources, students build a repertoire of competencies through reading, independent work, interactive work, and knowledge products created through reading, writing, and oral presentations, and other learning activities. In these lower grades, the support materials and leveled readers provided in the curriculum work hand-in-hand with the creative constructivist projects the teacher introduces brings to the classroom.

Each unit includes activities that develop phonemic awareness and phonics/decoding ability and also activities that teach students to recognize high-frequency words and read for fluency and meaning. Each unit also includes a phonics review of material covered earlier. The standards-based skills below will be introduced in the first half of the term and reinforced in the second half of the term.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample project:</strong></td>
<td><strong>Sample project:</strong></td>
<td><strong>Sample project:</strong></td>
</tr>
<tr>
<td>Students read from a menu of choices during free time. Together, they read books about Unity, Open-mindedness and Forgiveness. Phonics and scientific-based reading instruction is aligned with project goals. Puppet shows, role plays and word games help expand the projects into learning exercises that can turn into gifts and presentations for those in the community who show unity through open-mindedness. They learn to check their understanding by questioning. They write and listen to rhyming poems and present them on service projects.</td>
<td>Students create a newspaper with simple text to understand the concepts of Who, What, When and Where. Each week, they catch others committing positive habits of heart such as forgiveness. Student projects and guests focus on preparedness and readiness. The newspaper is delivered as a gift to adopted grandparents and global partners, who are included on its pages.</td>
<td>Student projects include making lists and preparing their own program. Reading selections from the many examples of literature selected throughout the year based on the habits reinforced, students prepare to act out parts or create murals and oral reports to teach kindergarteners these skills.</td>
</tr>
<tr>
<td><strong>What students will know and do:</strong></td>
<td><strong>What students will know and do:</strong></td>
<td><strong>What students will know and do:</strong></td>
</tr>
<tr>
<td><strong>Highlights:</strong> Students will learn when to use upper and lower case letters, how to use punctuation, and will review the alphabet. They will combine phonics decoding with practice of high-frequency words for fluency.</td>
<td><strong>Highlights:</strong> Students will discover sensory words, question words and words about environmental art. They will learn about seasons and parts of a sentence. Some of their key phonics lessons will clarify plurals verses possessives.</td>
<td><strong>Highlights:</strong> Students will learn many new high frequency words while extending phonemic awareness of consonant clusters and vowel pairs. They comprehend cause and effect and they compare and contrast. They learn about pronouns and plurals.</td>
</tr>
<tr>
<td><strong>Standards introduced:</strong></td>
<td><strong>Standards reinforced:</strong></td>
<td><strong>Standards introduced or reinforced:</strong></td>
</tr>
<tr>
<td>Word Analysis</td>
<td>Word Analysis</td>
<td></td>
</tr>
</tbody>
</table>
**Phonemic Awareness**

**R1.1** Match oral words to printed words.

**R1.2** Identify the title and author of a reading selection.

**R1.3** Identify letters, words, and sentences.

**Phonemic Awareness**

**R1.4** Distinguish initial, medial, and final sounds in single-syllable words.

**R1.5** Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).

**R1.6** Create and state a series of rhyming words, including consonant blends.

**R1.7** Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).

**R1.8** Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).

**R1.9** Segment single-syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).

**R1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

**R1.11** Read common, irregular sight words (e.g., the, have, said, come, give, of).

**R1.12** Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

**R1.13** Read compound words and contractions.

**R1.14** Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).

**R1.15** Read common word families (e.g., -ite, -ate).

**R1.16** Read aloud with fluency in a manner that sounds like natural speech.

**Word Analysis**

**R1.1** Match oral words to printed words.

**R1.2** Identify the title and author of a reading selection.

**R1.3** Identify letters, words, and sentences.

**Phonemic Awareness**

**R1.4** Distinguish initial, medial, and final sounds in single-syllable words.

**R1.5** Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).

**R1.6** Create and state a series of rhyming words, including consonant blends.

**R1.7** Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).

**R1.8** Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).

**R1.9** Segment single-syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).

**R1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

**R1.11** Read common, irregular sight words (e.g., the, have, said, come, give, of).

**R1.12** Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

**R1.13** Read compound words and contractions.

**R1.14** Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).

**R1.15** Read common word families (e.g., -ite, -ate).

**R1.16** Read aloud with fluency in a manner that sounds like natural speech.
<table>
<thead>
<tr>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R2.1</strong> Identify text that uses sequence or other logical order.</td>
</tr>
<tr>
<td><strong>R2.2</strong> Respond to who, what, when, where, and how questions.</td>
</tr>
<tr>
<td><strong>R2.3</strong> Follow one-step written instructions.</td>
</tr>
<tr>
<td><strong>R2.4</strong> Use context to resolve ambiguities about word and sentence meanings.</td>
</tr>
<tr>
<td><strong>R2.5</strong> Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</td>
</tr>
<tr>
<td><strong>R2.6</strong> Relate prior knowledge to textual information.</td>
</tr>
<tr>
<td><strong>R2.7</strong> Retell the central ideas of simple expository or narrative passages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literary Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R2.1</strong> Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</td>
</tr>
<tr>
<td><strong>R2.2</strong> Describe the roles of authors and illustrators and their contributions to print materials.</td>
</tr>
<tr>
<td><strong>R2.3</strong> Recollect, talk, and write about books read during the school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W1.1</strong> Select a focus when writing.</td>
</tr>
<tr>
<td><strong>W1.2</strong> Identify text that uses sequence or other logical order.</td>
</tr>
<tr>
<td><strong>W1.3</strong> Print legibly and space letters, words and sentences appropriately.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W2.1</strong> Write brief narratives describing an experience.</td>
</tr>
<tr>
<td><strong>W2.2</strong> Write brief expository descriptions of a real object, person, place or event, using context to resolve ambiguities about word and sentence meanings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R2.1</strong> Identify text that uses sequence or other logical order.</td>
</tr>
<tr>
<td><strong>R2.2</strong> Respond to who, what, when, where, and how questions.</td>
</tr>
<tr>
<td><strong>R2.3</strong> Follow one-step written instructions.</td>
</tr>
<tr>
<td><strong>R2.4</strong> Use context to resolve ambiguities about word and sentence meanings.</td>
</tr>
<tr>
<td><strong>R2.5</strong> Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</td>
</tr>
<tr>
<td><strong>R2.6</strong> Relate prior knowledge to textual information.</td>
</tr>
<tr>
<td><strong>R2.7</strong> Retell the central ideas of simple expository or narrative passages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literary Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R2.1</strong> Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</td>
</tr>
<tr>
<td><strong>R2.2</strong> Describe the roles of authors and illustrators and their contributions to print materials.</td>
</tr>
<tr>
<td><strong>R2.3</strong> Recollect, talk, and write about books read during the school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W1.1</strong> Select a focus when writing.</td>
</tr>
<tr>
<td><strong>W1.2</strong> Identify text that uses sequence or other logical order.</td>
</tr>
<tr>
<td><strong>W1.3</strong> Print legibly and space letters, words and sentences appropriately.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W2.1</strong> Write brief narratives describing an experience.</td>
</tr>
<tr>
<td><strong>W2.2</strong> Write brief expository descriptions of a real object, person, place or event, using context to resolve ambiguities about word and sentence meanings.</td>
</tr>
<tr>
<td>Written and Oral English</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>R1.1</strong> Write and speak in</td>
</tr>
<tr>
<td>complete, coherent sentences.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td><strong>R1.2</strong> Identify and correctly</td>
</tr>
<tr>
<td>use singular and plural nouns.</td>
</tr>
<tr>
<td><strong>R1.3</strong> Identify and correctly</td>
</tr>
<tr>
<td>use contractions (e.g., <em>isn’t</em>,</td>
</tr>
<tr>
<td><em>aren’t</em>, <em>can’t</em>, <em>won’t</em>) and</td>
</tr>
<tr>
<td>singular possessive pronouns (e.g.,</td>
</tr>
<tr>
<td>*my/ mine, <em>his/ her, hers, your/s</em>) in</td>
</tr>
<tr>
<td>writing and speaking.</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
</tr>
<tr>
<td><strong>R1.4</strong> Distinguish between</td>
</tr>
<tr>
<td>declarative, exclamatory, and</td>
</tr>
<tr>
<td>interrogative sentences.</td>
</tr>
<tr>
<td><strong>R1.5</strong> Use a period, exclamation</td>
</tr>
<tr>
<td>point, or question mark at the</td>
</tr>
<tr>
<td>end of sentences.</td>
</tr>
<tr>
<td><strong>R1.6</strong> Use knowledge of the</td>
</tr>
<tr>
<td>rules of punctuation and</td>
</tr>
<tr>
<td>capitalization when writing.</td>
</tr>
<tr>
<td><strong>Capitalization</strong></td>
</tr>
<tr>
<td><strong>R1.7</strong> Capitalize the first word</td>
</tr>
<tr>
<td>of a sentence, names of people,</td>
</tr>
<tr>
<td>the pronoun <em>I</em>.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>R1.8</strong> Spell three-and four-letter</td>
</tr>
<tr>
<td>short-vowel words and grade-</td>
</tr>
<tr>
<td>level-appropriate sight words</td>
</tr>
<tr>
<td>correctly.</td>
</tr>
</tbody>
</table>

260
Scope and Sequence – Grade 1 – Social Studies

Students learn social studies content standards from the perspective of the greater community being significant and each person playing an important role in it. They increasingly associate their knowledge products and performances with service as they share their own learning. Their themes are integrated with language arts reading materials.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample unit projects:</strong></td>
<td><strong>Sample unit projects:</strong></td>
<td><strong>Sample unit projects:</strong></td>
</tr>
<tr>
<td>Student projects consider the impact of unity and open-mindedness in relation to California social studies content. Students study the rules that bring unity in a family and in a community of diverse families. They interview families from various cultures, including global learning partners’ families. They develop a unity game as a gift for global partners.</td>
<td>Student projects include a storytelling project. Students convey messages about reliability and forgiveness. Each person dresses as a character from history passing the story down through the family. They hold the storytelling project for adopted grandparents and others who might benefit from hearing.</td>
<td>Based on their learning throughout the year, students hold an international festival. They give habit-of-heart awards at the festival for what each parent contributes to the home and to the community.</td>
</tr>
<tr>
<td><strong>What students will know and do:</strong></td>
<td><strong>What students will know and do:</strong></td>
<td><strong>What students will know and do:</strong></td>
</tr>
<tr>
<td>Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens.</td>
<td>Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</td>
<td>Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</td>
</tr>
<tr>
<td><strong>1.1 Students describe the rights and individual responsibilities of citizenship.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the</td>
<td>1. Understand the significance of national holidays and the heroism and achievements of the people associated with them.</td>
<td>1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</td>
</tr>
<tr>
<td></td>
<td>2. Identify American symbols, landmarks, and essential documents, and know the people and events associated with them.</td>
<td>2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</td>
</tr>
<tr>
<td></td>
<td><strong>1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</strong></td>
<td>3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</td>
</tr>
<tr>
<td></td>
<td>1. Examine the structure of schools and communities in the past.</td>
<td><strong>1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</strong></td>
</tr>
<tr>
<td></td>
<td>2. Study transportation methods of earlier days.</td>
<td>1. Understand the concept of exchange and the use of</td>
</tr>
</tbody>
</table>
rules), giving examples of both systems in their classroom, school, and community.  
2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

### 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.  
2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.  
3. Construct a simple map, using cardinal directions and map symbols.  
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</td>
</tr>
</tbody>
</table>
| 1.    | 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.  

2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.  
3. Construct a simple map, using cardinal directions and map symbols.  
4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. |

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</td>
</tr>
</tbody>
</table>

2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home. | money to purchase goods and services. |
Scope and Sequence – Grade 1 – Science

Students begin to learn the scientific process, especially as it applies to observation, inquiry and project design. The learning plan can include activities beyond this standards-based curriculum when student capacity allows it and community need calls for projects with a science base.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample unit projects:</strong></td>
<td><strong>Sample unit projects:</strong></td>
<td><strong>Sample unit projects:</strong></td>
</tr>
<tr>
<td>Student projects include food planting and discussions of feeding everyone in a group rather than thinking only of the needs of one person. Students list nutritional needs of family members or of animal families. They grow a class garden. They give foods to needy recipients housed offsite, with written instructions for how to grow a garden. They send copies to global partners.</td>
<td>Student projects include weather vanes made as gifts for adopted grandparents. Students base them on scientific principles. They also make analogies about forgiveness and turning the wind around. They interview grandparents about “weather” they have endured—real storms or hurt feelings “seeds of kindness” they have planted.</td>
<td>Students explore questions that link their own community with members of the human family in their global learning partner’s community, i.e., “Why do we have smog in the summer?” They conduct inquiry-based research result with measurable results.</td>
</tr>
<tr>
<td><strong>What students will know and do:</strong></td>
<td><strong>Plants and animals meet their needs in different ways. As a basis for understanding this concept:</strong></td>
<td><strong>What students will know and do:</strong></td>
</tr>
<tr>
<td>Investigation and Experimentation Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students develop their own questions and perform investigations in regard to each area of study. Students will:</td>
<td>Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. Students know both plants and animals need water, animals need food, and plants need light. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.</td>
<td>Draw pictures that portray some features of their local environment when asked. Record observations and data with pictures, numbers, or written statements. Record observations on a bar graph. Describe the relative position of objects by using two references (e.g., above and next to, below and left of). Use peer review to check work. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</td>
</tr>
<tr>
<td>Examine differences between solids, liquids, and gases. As a basis for understanding this concept: Students know solids, liquids, and gases have different properties. Students know the properties of substances can change when the substances are mixed, cooled, or heated.</td>
<td>Plants and animals meet their needs in different ways. As a basis for understanding this concept: Students know different plants and animals meet their needs in different ways. As a basis for understanding this concept: Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. Students know both plants and animals need water, animals need food, and plants need light. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.</td>
<td>Earth Sciences Weather can be observed, measured, and described. As a basis for understanding this concept: Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.</td>
</tr>
</tbody>
</table>
and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

_Students know_ both plants and animals need water, animals need food, and plants need light.

_Students know_ animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

_Students know_ how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

_Students know_ roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

_Students know_ that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.

_Students know_ the sun warms the land, air, and water.
Grade 1 - Math

Students build a repertoire of competencies through activities that connect math to real-life situations.

They complete visual learning activities and assignments, story problems and process learning activities that sometimes result in the creation of knowledge products. These tangible products enhance community service goals and character goals.

Math activities will be aligned with the Open Court Language Arts series and reinforced by manipulatives. The first grade curriculum presents a spiraled learning plan based on the following skill sets:

- Sorting and Patterning
- Counting and Number Sense
- Computation
- Probability and Statistics
- Measurement and Money
- Geometry

As students learn standards-based skills, these thematically linked projects will provide opportunities to apply those skills and produce practical outcomes. Time in each unit is included to learn, apply, and monitor new skills and to review and reapply skills previously learned, until all grade-level standards are mastered.

The learning plan will include spiraled lesson plans for all grade-level standards. The chart below indicates those, which are newly integrated with other course content in each trimester, as well as those which are covered in practical applications through practice sessions.
<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
</table>

266
### Sample projects:

Students solve story problems around the habits-of-heart. They hold a Heroes Stories event incorporating math into their stories.

**Math Practiced through Integrated Activities:**

- **MNS1.1** Count, read and write whole numbers up to 100.
- **MMG2.1** Identify, describe and compare triangles, rectangles, squares and circles, including the faces of three-dimensional objects.
- **MNS1.1** Count, read and write whole numbers up to 100.
- **MMG1.1** Compare the length, weight and volume of two or more objects by using direct comparison or a nonstandard unit.
- **MNS1.3** Represent equivalent forms of the same number through the use of physical models, diagrams and number expressions (to 20) (e.g., 8 may be represented as 4+4, 5+3, 2+2+2, 10-2, 11-3).
- **MNS1.1** Count, read and write whole numbers to 100.
- **MMG1.1** Compare the length, weight and volume of two or more objects by using direct comparison of a nonstandard unit.
- **MMG2.2** Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness or number of corners and explain which are being used for classification.
- **MSDP1.2** Represent and compare data (e.g., largest, smallest, most often, least often) using pictures, bar graphs, tally charts, and picture graphs.

### Sample projects:

Students use process learning to create three-dimensional objects that replicate transportation choices of the past. They discern whether to make the vehicles work or to make them art pieces, but the emphasis is on turning flat shapes into three-dimensional objects. The objects support the stories students are preparing.

**Math Practiced through Integrated Activities:**

- **MSDP2.1** Describe, extend and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color and shape).
- **MMR1.1** Determine the approach, materials and strategies to be used.
- **MMR1.2** Use tools, such as manipulatives or sketches to model problems.
- **MNS1.1** Count, read and write whole numbers to 100.
- **MNS3.1** Make reasonable estimates when comparing larger or smaller numbers.
- **MMG1.1** Compare the length, weight and volume of two or more objects by using direct comparison or a nonstandard unit.
- **MMG2.1** Identify, describe and compare triangles, rectangles, square and circles, including the faces of three-dimensional objects.
- **MSDP1.2** Represent and compare data (e.g., largest, smallest, most often, least often) using pictures, bar graphs, tally charts and picture graphs.

### Sample projects:

Students use math skills in project that supplement their science project. Examples:

- Make bread from different cultural traditions.
- Statistically compare the breads that will feed many and the breads that will feed a few. Compare them in taste tests. Compare them by cost. Give the bread in service to people in need. Save some as gifts of honor for the grocery store drivers, bakers or clerks.

**Math Practiced through Integrated Activities:**

- **MMG1.1** Compare the length, weight and volume of two or more objects by using direct comparison or a nonstandard unit.
- **MMG2.1** Identify, describe and compare triangles, rectangles, square and circles, including the faces of three-dimensional objects.
- **MSDP1.1** Sort objects and data by common attributes and describe the categories.
and describe the categories.

MSDP1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

<table>
<thead>
<tr>
<th>What students will know and do:</th>
<th>What students will know and do:</th>
<th>What students will know and do:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards introduced:</strong></td>
<td><strong>Standards reinforced:</strong></td>
<td><strong>Standards introduced or reinforced:</strong></td>
</tr>
<tr>
<td><strong>Number Sense</strong></td>
<td><strong>Number Sense</strong></td>
<td><strong>Number Sense</strong></td>
</tr>
<tr>
<td>1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):</td>
<td>1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):</td>
<td>1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):</td>
</tr>
<tr>
<td>1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.</td>
<td>1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.</td>
<td>1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.</td>
</tr>
<tr>
<td>1.2 Count, recognize, represent, name, and order a number of objects (up to 30).</td>
<td>1.2 Count, recognize, represent, name, and order a number of objects (up to 30).</td>
<td>1.2 Count, recognize, represent, name, and order a number of objects (up to 30).</td>
</tr>
<tr>
<td>1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.</td>
<td>1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.</td>
<td>1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.</td>
</tr>
<tr>
<td><strong>2.0 Students understand and describe simple additions and subtractions:</strong></td>
<td><strong>2.0 Students understand and describe simple additions and subtractions:</strong></td>
<td><strong>2.0 Students understand and describe simple additions and subtractions:</strong></td>
</tr>
<tr>
<td>2.1 Use concrete objects to determine the answers to addition and subtraction</td>
<td>2.1 Use concrete objects to determine the answers to addition and subtraction</td>
<td>2.1 Use concrete objects to determine the answers to addition and subtraction</td>
</tr>
<tr>
<td>2.2 Use addition and subtraction to solve problems involving numbers (up to 30).</td>
<td>2.2 Use addition and subtraction to solve problems involving numbers (up to 30).</td>
<td>2.2 Use addition and subtraction to solve problems involving numbers (up to 30).</td>
</tr>
</tbody>
</table>

268
2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

**Algebra and Functions**

1.0 Students sort and classify objects:

1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

**Measurement and Geometry**

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

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

1.3 Name the days of the week.

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

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

3.1 Recognize when an estimate is reasonable.

**Algebra and Functions**

1.0 Students sort and classify objects:

1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

**Measurement and Geometry**

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

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

1.3 Name the days of the week.
hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).

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

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

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

Statistics, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment:

1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

Mathematical Reasoning

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

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

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

2.0 Students solve problems in reasonable ways and justify
**decisions about how to set up a problem:**

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

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

**2.0 Students solve problems in reasonable ways and justify their reasoning:**

2.1 Explain the reasoning used with concrete objects and/or pictorial representations.

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

and strategies to be used.

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

**their reasoning:**

2.1 Explain the reasoning used with concrete objects and/or pictorial representations.

2.2 Make precise calculations and check the validity of the results in the context of the problem.
Scope and Sequence – Grade 2

Language Arts

Students conduct an environmental impact study and a mock town meeting. They visit a blood bank. They talk with firefighters. They find local heroes and learn ways to apply their skills around the content areas to become True Heroes. This sets the tone for a literary experience that allows them to create graphic organizers, role plays and written work about people who demonstrate leadership skills.

Using the Open Court readers as a primary source (and additional state approved reading resources), students explore the purposes of writing, reading and speaking as the skills relate to project themes and to integrated grade-level concepts. They learn contextual applications. They build a repertoire of competencies through reading, independent work, interactive work, and knowledge products created through reading, writing, and oral presentations, and other learning activities. In these lower grades, the support materials and leveled readers provided in the curriculum work hand-in-hand with the creative constructivist projects the teacher introduces brings to the classroom.

Each unit includes activities that develop phonemic awareness and phonics/decoding ability and also activities that teach students to recognize high-frequency words and read for fluency and meaning. Each unit also includes a phonics review of material covered earlier. The standards-based skills below will be introduced in the first half of the term and reinforced in the second half of the term.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
</table>
### Sample integrated project:

Students learn words associated with the qualities of giving interpersonally and to society. They learn to spell professions in the community. During the unit on Consideration, projects include written correspondence to Park Officials regarding how to adapt a local public area for human and nonhuman use. Students present the work, along with park blueprints. Students compile funny stories about wildlife to give to the park officials.

Students discuss fables and retell/rewrite endings to fables based on the conflict resolution process. They identify habits-of-heart in the fables.

**What students will know and do**

**Highlights:** Students learn first about story structure, Fantasy vs. Realism, and Predicting Outcomes. Next, they focus on comparing and contrasting, fact and opinion, using a dictionary and other skills. They practice writing the beginning, middle and end of a story and spell short vowel sounds and vowel-consonant – e spellings.

**Skills Introduced:**

- Word Analysis, Fluency and Systematic Vocabulary Development
- **R1.1** Recognize and use knowledge of spelling patterns when reading (e.g., dipthongs, special vowel spellings)
- Students understand the basic features of reading.
- **R1.2** Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel =

### Sample integrated projects:

Students discuss "compassionate communities" and the people who help others. They make diagrams, look for examples in reading texts and write thank you letters to those individuals represented in the local community.

Students discuss examples of Determination in the arts and the importance of refinement and revision. Based on an example in their reading material, they choose a public space to decorate with their writings and art. They also share family recipes. They send copies of these creations to global partners.

**What students will know and do**

**Highlights:** Students learn to make judgments and inferences, to problem solve, to follow a recipe. They are introduced to skills such as use of a thesaurus, an encyclopedia and a phone book, they learn to read a diagram.

As parts of a sentence, paragraphs and types of sentences are reviewed, students will begin a study of special nouns and plurals. Their phonics will focus on various consonant combinations. Students will practice adding detail to written forms such as a poem, a news article and an invitation, through classroom work and projects.

Phonics review will include vowel pairs, long i words and base words ending in -ed or -ing.

**Standards Reinforced:**

- Word Analysis, Fluency and Systematic Vocabulary Development
- **R1.1** Recognize and use knowledge of spelling patterns
- **R1.2** Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel =

### Sample integrated project:

Students discuss how we can show compassion at home as they read about families. They enlarge their view to include the human family. They make a class "family photo album" and write letters to global partners as if they were in the same family. They also write rhyming poetry to encourage phonemic awareness and learn a song about integrity. They discuss art as a means of bringing the human family together and talk about art from their home countries or other countries. They tape a skit and poetry, if possible, to send with art to global partners.

**What students will know and do**

**Highlights:** Students learn to create dialogue, talk about a picture and put on a play while preparing oral presentations.

They write opinion paragraphs, use capitalization and punctuation with quotation marks as they write personal narratives with a good beginning. They learn about the parts of a book, focusing on sequence of events, author’s viewpoint and problem solving.

Students practice reading contractions, reading -er and -le in two-syllable words; base words and endings and silent consonants. They spell words with the vowel sounds in moon and book, as well as words with long i patterns. They study homophones.

Their phonics review includes vowel pairs oa, ow, ie, er, oo, ew, ue, ou and long i, as well as -ed and -ing and the consonants gh, K(n), and b.
Students understand the basic features of reading.

R1.3 Decode two-syllable nonsense words and regular multi-syllable words.

R1.4 Recognize common abbreviations (e.g. –s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).

R1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

R1.7 Understand and explain common antonyms and synonyms.

R1.8 Use knowledge of individual words in unknown compound words to predict their meaning.

R1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

R1.10 Identify simple multiple-meaning words.

Reading Comprehension

R2.1 Use titles, tables of content and chapter headings to locate information in expository text.

R2.2 State the purpose in reading (i.e., tell what information is sought).

R2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.

R2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).

R2.5 Restate facts and details in the text to clarify and organize reading (e.g. diphthongs, special vowel spellings).
<table>
<thead>
<tr>
<th>R2.6</th>
<th>Recognize cause –and–effect relationships in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2.7</td>
<td>Interpret information from diagrams, charts and graphs.</td>
</tr>
<tr>
<td>R2.8</td>
<td>Follow two-step written instructions.</td>
</tr>
</tbody>
</table>

**Writing Strategies**

<table>
<thead>
<tr>
<th>W1.1</th>
<th>Group related ideas and maintain a consistent focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1.2</td>
<td>Create readable documents with legible handwriting.</td>
</tr>
<tr>
<td>W1.3</td>
<td>Understand the purposes of various reference materials (e.g. dictionary, thesaurus, atlas)</td>
</tr>
<tr>
<td>W1.4</td>
<td>Revise original drafts to improve sequence and provide more descriptive detail.</td>
</tr>
</tbody>
</table>

**Writing Applications**

<table>
<thead>
<tr>
<th>W2.1</th>
<th>Write brief narratives based on their experiences: a) Move through a logical sequence of events. B) Describe the setting, characters, objects and events in detail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W2.2</td>
<td>Write a friendly letter complete with the date, salutation, body, closing and signature.</td>
</tr>
</tbody>
</table>

**Written and Oral English Language Conventions**

<table>
<thead>
<tr>
<th>LC1.1</th>
<th>Distinguish between complete and incomplete sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC1.2</td>
<td>Recognize and use the correct word order in written sentences.</td>
</tr>
<tr>
<td>LC1.3</td>
<td>Identify and correctly use various parts of speech, including nouns and verbs, in writing and comprehend informational text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R2.4</th>
<th>Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2.5</td>
<td>Restate facts and details in the text to clarify and organize ideas.</td>
</tr>
<tr>
<td>R2.6</td>
<td>Recognize cause –and–effect relationships in a text.</td>
</tr>
<tr>
<td>R2.7</td>
<td>Interpret information from diagrams, charts and graphs.</td>
</tr>
<tr>
<td>R2.8</td>
<td>Follow two-step written instructions.</td>
</tr>
</tbody>
</table>

**Writing Strategies**

<table>
<thead>
<tr>
<th>W1.1</th>
<th>Group related ideas and maintain a consistent focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1.2</td>
<td>Create readable documents with legible handwriting.</td>
</tr>
<tr>
<td>W1.3</td>
<td>Understand the purposes of various reference materials (e.g. dictionary, thesaurus, atlas)</td>
</tr>
<tr>
<td>W1.4</td>
<td>Revise original drafts to improve sequence and provide more descriptive detail.</td>
</tr>
</tbody>
</table>

**Writing Applications**

<table>
<thead>
<tr>
<th>W2.1</th>
<th>Write brief narratives based on their experiences: a) Move through a logical sequence of events. B) Describe the setting, characters, objects and events in detail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W2.2</td>
<td>Write a friendly letter complete with the date, salutation, body, closing and signature.</td>
</tr>
</tbody>
</table>

**Written and Oral English Language Conventions**

<table>
<thead>
<tr>
<th>LC1.1</th>
<th>Distinguish between complete and incomplete sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC1.2</td>
<td>Recognize and use the correct word order in written sentences.</td>
</tr>
<tr>
<td>LC1.3</td>
<td>Identify and correctly use various parts of speech, including nouns and verbs, in writing and comprehend informational text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R2.2</th>
<th>State the purpose in reading (i.e., tell what information is sought).</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2.3</td>
<td>Use knowledge of the author's purpose(s) to comprehend informational text.</td>
</tr>
<tr>
<td>R2.4</td>
<td>Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).</td>
</tr>
<tr>
<td>R2.5</td>
<td>Restate facts and details in the text to clarify and organize ideas.</td>
</tr>
<tr>
<td>R2.6</td>
<td>Recognize cause –and–effect relationships in a text.</td>
</tr>
<tr>
<td>R2.7</td>
<td>Interpret information from diagrams, charts and graphs.</td>
</tr>
<tr>
<td>R2.8</td>
<td>Follow two-step written instructions.</td>
</tr>
</tbody>
</table>

**Writing Strategies**

<table>
<thead>
<tr>
<th>W1.1</th>
<th>Group related ideas and maintain a consistent focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1.2</td>
<td>Create readable documents with legible handwriting.</td>
</tr>
<tr>
<td>W1.3</td>
<td>Understand the purposes of various reference materials (e.g. dictionary, thesaurus, atlas)</td>
</tr>
<tr>
<td>W1.4</td>
<td>Revise original drafts to improve sequence and provide more descriptive detail.</td>
</tr>
</tbody>
</table>

**Writing Applications**

<table>
<thead>
<tr>
<th>W2.1</th>
<th>Write brief narratives based on their experiences: a) Move through a logical sequence of events. B) Describe the setting, characters, objects and events in detail.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W2.2</td>
<td>Write a friendly letter complete with the date, salutation, body, closing and signature.</td>
</tr>
<tr>
<td>Written and Oral English Language Conventions</td>
<td>Listening and Speaking Strategies</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>LC1.1 Distinguish between complete and incomplete sentences.</td>
<td>Determine the purpose of listening (e.g. to obtain information, to solve problems, for enjoyment).</td>
</tr>
<tr>
<td>LC1.2 Recognize and use the correct word order in written sentences.</td>
<td>LS1.2 Ask for clarification and explanation of stories and ideas.</td>
</tr>
<tr>
<td>LC1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</td>
<td>LS1.3 Paraphrase information that has been shared orally by others.</td>
</tr>
<tr>
<td>LC1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.</td>
<td>LS1.4 Give and follow three- and four-step oral directions.</td>
</tr>
<tr>
<td>LC1.5 Use quotation marks correctly.</td>
<td>LS1.5 Organize presentations to maintain a clear focus.</td>
</tr>
<tr>
<td>LC1.6 Capitalize all proper nouns, words and the beginning of sentences and greetings, months and days of the weeks, and titles and initials of people.</td>
<td>LS1.6 Speak clearly and at an appropriate pace for the type of communication (e.g. informal discussion, report to class).</td>
</tr>
<tr>
<td>LC1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).</td>
<td>LS1.7 Recount experiences in a logical sequence.</td>
</tr>
<tr>
<td>LC1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.</td>
<td></td>
</tr>
<tr>
<td>LS1.8</td>
<td>Retell stories, including characters, setting and plot.</td>
</tr>
<tr>
<td>LS1.9</td>
<td>Report on a topic with supportive facts and details.</td>
</tr>
</tbody>
</table>

**Speaking Applications**

| LS2.1  | Recount experiences or present stories: |
| LS2.1a | Move through a logical sequence of events. |
| LS2.1b | Describe story elements (e.g. characters, plot, setting). |
| LS2.2  | Report on a topic with facts and details, drawing from several sources of information. |

**Literary Response and Analysis**

(Introduced second half of term)

| R3.1   | Compare and contract plots, settings, and characters presented by different authors. |
| R3.2   | Generated alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. |
| R3.3   | Compare and contrast different versions of the same stories that reflect different cultures. |
| R3.4   | Identify the use of rhythm, rhyme and alliteration in poetry. |

| LS1.6  | Speak clearly and at an appropriate pace for the type of communication (e.g. informal discussion, report to class). |
| LS1.7  | Recount experiences in a logical sequence. |
| LS1.8  | Retell stories, including characters, setting and plot. |
| LS1.9  | Report on a topic with supportive facts and details. |

**Speaking Applications**

| LS2.1  | Recount experiences or present stories: |
| LS2.1a | Move through a logical sequence of events. |
| LS2.1b | Describe story elements (e.g. characters, plot, setting). |
| LS2.2  | Report on a topic with facts and details, drawing from several sources of information. |

**Literary Response and Analysis**

(Introduced second half of term)

| R3.1   | Compare and contract plots, settings, and characters presented by different authors. |
| R3.2   | Generated alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. |
| R3.3   | Compare and contrast different versions of the same stories that reflect different cultures. |
| R3.4   | Identify the use of rhythm, rhyme and alliteration in poetry. |

| LS1.4  | Give and follow three- and four-step oral directions. |
| LS1.5  | Organize presentations to maintain a clear focus. |
| LS1.6  | Speak clearly and at an appropriate pace for the type of communication (e.g. informal discussion, report to class). |
| LS1.7  | Recount experiences in a logical sequence. |
| LS1.8  | Retell stories, including characters, setting and plot. |
| LS1.9  | Report on a topic with supportive facts and details. |

**Speaking Applications**

| LS2.1  | Recount experiences or present stories: |
| LS2.1a | Move through a logical sequence of events. |
| LS2.1b | Describe story elements (e.g. characters, plot, setting). |
| LS2.2  | Report on a topic with facts and details, drawing from several sources of information. |

**Literary Response and Analysis**

(Introduced second half of term)

| R3.1   | Compare and contract plots, settings, and characters presented by different authors. |
| R3.2   | Generated alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. |
| R3.3   | Compare and contrast different versions of the same stories that reflect different cultures. |
| R3.4   | Identify the use of rhythm, rhyme and alliteration in poetry. |

| LS3.1  | Compare and contract plots, settings, and characters presented by different authors. |
| LS3.2  | Generated alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. |
| LS3.3  | Compare and contrast different versions of the same stories that reflect different cultures. |
| LS3.4  | Identify the use of rhythm, rhyme and alliteration in poetry. |
stories that reflect difference cultures.

**R3.4** Identify the use of rhythm, rhyme and alliteration in poetry.
**Scope and Sequence – Grade 2 – Social Studies**

Project design cinches the link between literature and social studies. Students use a variety of sources to turn course content into service.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample projects:</strong></td>
<td><strong>Sample projects:</strong></td>
<td><strong>Sample projects:</strong></td>
</tr>
<tr>
<td>Student projects focus on sacrifice and consideration. Students write letters to living ancestors to thank them for sacrifices made. They make links between those whose needs must be considered in a community and those who make sacrifices for them (i.e. people who are ill and physicians or guardians who miss sleep at night to treat them). They create a History of Sacrifice book, mural or parade.</td>
<td>Students send gifts to global partners, with maps of local area. They learn to read maps of partners’ areas. They develop projects that apply compassion to issues shared by both peoples and addressed by local heroes. They hold a mock UN meeting as part of their research.</td>
<td>Projects incorporate integrity, i.e. a trip to a local courthouse and/or a trip to a food production warehouse to discuss equity in food distribution and the role of integrity in these places. During the study of peacemaking, students examine through reading and role play how integrity and peacemaking are often linked in the lives of heroes.</td>
</tr>
<tr>
<td><strong>What students will know and do:</strong></td>
<td><strong>What students will know and do:</strong></td>
<td><strong>What students will know and do:</strong></td>
</tr>
<tr>
<td>Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. They:</td>
<td>Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</td>
<td>Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</td>
</tr>
<tr>
<td>1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.</td>
<td>1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).</td>
<td>1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</td>
</tr>
<tr>
<td>2. Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.</td>
<td>2. Label from memory a simple map of the North American continent. Identify the essential map elements: title, legend, directional indicator, scale, and date.</td>
<td>2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</td>
</tr>
<tr>
<td>3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).</td>
<td>3. Create a world map. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.</td>
<td>3. Understand how limits on resources affect production and consumption (what to produce and what to consume).</td>
</tr>
<tr>
<td>4. Compare and contrast basic land use in urban, suburban, and rural environments in California.</td>
<td>4. Compare and contrast basic land use in urban, suburban, and rural environments in California.</td>
<td>2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives (e.g.,</td>
</tr>
</tbody>
</table>
Students explain governmental institutions and practices in the United States and other countries.

1. Explain how the United States and other countries make laws and carry out laws.
2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
**Scope and Sequence – Grade 2 – Science**

As students’ critical thinking skills mature, their projects take on meaningful applications in the community. They associate scientific principals with community action to promote improvements in well being for humans living things. Projects are key to the leaning, supported by material in texts.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample unit project:</strong></td>
<td><strong>Sample unit project:</strong></td>
<td><strong>Sample unit project:</strong></td>
</tr>
<tr>
<td>Students apply their learning about physics to their study of vehicles and tools within a park, to determine whether the manmade objects hurt or help the environment and can be improved upon. (For example, how does an outboard motor work? Is there a quieter way to create motion?).</td>
<td>Students contribute to habitats that show consideration or sacrifice for living things. They conduct research and create a protected area for life, such as a netted garden or a wildlife sanctuary for birds.</td>
<td>Students develop their own questions and perform investigations about genetic diseases, nutrition or some other aspect of their learning this year.</td>
</tr>
<tr>
<td><strong>What will students know and do:</strong></td>
<td><strong>What will students know and do:</strong></td>
<td><strong>What will students know and do:</strong></td>
</tr>
<tr>
<td><strong>Students will address meaningful questions in all three strands.</strong></td>
<td><strong>Life Sciences</strong></td>
<td><strong>Earth Sciences</strong></td>
</tr>
<tr>
<td><strong>Physical Sciences</strong></td>
<td>Plants and animals have predictable life cycles. <strong>As a basis for understanding this concept:</strong></td>
<td>Earth is made of materials that have distinct properties and provide resources for human activities. <strong>As a basis for understanding this concept:</strong></td>
</tr>
<tr>
<td>The motion of objects can be observed and measured. <strong>As a basis for understanding this concept:</strong></td>
<td>Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.</td>
<td>Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.</td>
</tr>
<tr>
<td><strong>Students know</strong> the position of an object can be described by locating it in relation to another object or to the background.</td>
<td>Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.</td>
<td>Students know smaller rocks come from the breakage and weathering of larger rocks.</td>
</tr>
<tr>
<td><strong>Students know</strong> an object’s motion can be described by recording the change in position of the object over time.</td>
<td><strong>Students know</strong> many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.</td>
<td><strong>Students know</strong> that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.</td>
</tr>
<tr>
<td><strong>Students know</strong> the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.</td>
<td><strong>Students know</strong> there is variation among individuals of one kind within a population.</td>
<td><strong>Students know</strong> that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.</td>
</tr>
<tr>
<td><strong>Students know</strong> tools and machines are used to apply pushes and pulls (forces) to make things move.</td>
<td><strong>Students know</strong> light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.</td>
<td><strong>Students know</strong> rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.</td>
</tr>
<tr>
<td><strong>Students know</strong> objects fall to the ground unless something holds</td>
<td><strong>Students know</strong> flowers and fruits are associated with reproduction</td>
<td></td>
</tr>
</tbody>
</table>
Students know magnets can be used to make some objects move without being touched.

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

<table>
<thead>
<tr>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make predictions based on observed patterns and not random guessing.</td>
</tr>
<tr>
<td>Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.</td>
</tr>
<tr>
<td>Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).</td>
</tr>
<tr>
<td>Write or draw descriptions of a sequence of steps, events, and observations.</td>
</tr>
<tr>
<td>Construct bar graphs to record data, using appropriately labeled axes.</td>
</tr>
<tr>
<td>Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.</td>
</tr>
<tr>
<td>Follow oral instructions for a scientific investigation.</td>
</tr>
<tr>
<td>Number Sense</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td><strong>1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:</strong></td>
</tr>
<tr>
<td>1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.</td>
</tr>
<tr>
<td>1.2 Use words, models, and expanded forms (e.g., (45 = 4 \text{ tens} + 5)) to represent numbers (to 1,000).</td>
</tr>
<tr>
<td>1.3 Order and compare whole numbers to 1,000 by using the symbols &lt;, =, &gt;.</td>
</tr>
<tr>
<td>2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:</td>
</tr>
<tr>
<td>2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for (8 + 6 = 14) is (14 - 6 = 8)) to solve problems and check solutions.</td>
</tr>
<tr>
<td>2.2 Find the sum or difference of two whole numbers up to three digits long.</td>
</tr>
<tr>
<td>2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.</td>
</tr>
<tr>
<td>3.0 Students model and solve simple problems involving multiplication and division:</td>
</tr>
<tr>
<td>3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.</td>
</tr>
</tbody>
</table>
3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

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

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

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

4.1 Recognize, name, and compare unit fractions from 1/12 to 1/2.

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

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

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

5.1 Solve problems using combinations of coins and bills.

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

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

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

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

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

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

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

### Measurement and Geometry

1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:

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

1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.

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

1.4 Tell time to the nearest trimester hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

1.5 Determine the duration closest inch).
2.0 **Students identify and describe the attributes of common figures in the plane and of common objects in space:**

2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.

2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

**Statistics, Data Analysis, and Probability**

1.0 **Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:**

1.1 Record numerical data in systematic ways, keeping track of what has been counted.

1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).

1.3 Identify features of data sets (range and mode).

1.4 Ask and answer simple questions related to data representations.

2.0 **Students demonstrate an understanding of patterns and how patterns grow and describe** weeks in a year).

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

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

2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.

2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

**Statistics, Data Analysis, and Probability**

1.0 **Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:**

1.1 Record numerical data in systematic ways, keeping track of what has been counted.

1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).

1.3 Identify features of data sets (range and mode).

1.4 Ask and answer simple questions related to data representations.
them in general ways:

2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on one horse, two horses, three horses, four horses).

2.2 Solve problems involving simple number patterns.

Mathematical Reasoning

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

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

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

2.0 Students solve problems and justify their reasoning:

2.1 Defend the reasoning used and justify the procedures selected.

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

3.0 Students note connections between one problem and another.
Scope and Sequence – Language Arts - Grade 3

Using the Open Court readers as a primary source (and additional state approved reading resources, such as books recommended in Literature, Kindergarten Through Grade Twelve), students read literature about the character themes. They explore the purposes of writing, reading and speaking, especially as the skills relate to project themes and to integrated grade-level academic concepts. They learn contextual applications. They build a repertoire of competencies through reading, independent work, interactive work, and knowledge products created through reading, writing, and oral presentations.

Each unit includes activities that develop phonemic awareness and phonics/decoding ability and also activities that teach students to recognize high-frequency words and read for fluency and meaning. Each unit also includes spiral reviews in some combination of skill sets including: 1) Phonemic Awareness/Phonics/Decoding; 2) Comprehension Skills; 3) Study Skills; 4) Vocabulary 5) Grammar and 6) Writing. Each unit also includes activities that promote speaking and listening skills.

The support materials and leveled readers provided in the curriculum work hand-in-hand with the creative constructivist projects the teacher brings to the classroom. Adaptive materials for English Language Learners and for mixed or inclusive classrooms further enable teachers to reach out to all students.

| First Trimester | Second Trimester | Third Trimester |
### Sample project:

Students read stories of indigenous peoples and Californians whose vision brought positive benefits for others. They present dramatic readings to teach other student groups and public groups what they have learned. They incorporate their own writing. (Supporting activities from the textbook reinforce standards throughout the course.)

### Sample project:

Students analyze current events through media (newspaper, online, periodicals, books, etc.) in search of project needs and examples of selflessness. They use reading as a research tool to explore literary as well as nonfiction examples of cause and effect. They use writing as a tool to advocate for projects that result from their research and also to conduct thank-you letter writing campaigns for community heroes they have identified.

### Sample project:

Students study Literary Response and Analysis as they read classic works and learn about structural features and literary terms. They make analogies and role plays to their own lives. They present a literary work (drama, puppet show, reading in the round, or mixed media event) to advocate for a cause relating to a local community need. They create a class newspaper with book/story reviews to give to other student groups.

### What students will know and do:

**Highlights:** Students read a KWL chart, make introductions, connect vocabulary words to travel, the outdoors, visions of purpose and dedication to a dream. Unexpected consonants and vowel-consonant-e patterns are part of their decoding assignment.

**Standards introduced:**

**Word Analysis/Vocabulary**

R1.1 Know and use complex word families when reading to decode unfamiliar words.

R1.2 Decode regular multisyllabic words.

R1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation and expression.

R1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine

### What students will know and do:

**Highlights:** Students evaluate media. They hold literary discussions and start a Habits-of-Heart book club. They write poetry, start a reader’s theater, learn action verbs and decode consonant clusters.

**Standards reinforced:**

**Writing Strategies**

**W1.1** Create a single paragraph:

- c. Develop a topic sentence.
- d. Include simple supporting facts and details.

**W1.2** Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

**W1.3** Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

**W1.4** Revise drafts to improve
the meanings of words.

R1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).

R1.6 Use sentence and word context to find the meaning of unknown words.

R1.7 Use a dictionary to learn the meaning and other features of unknown words.

R1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

Literary Analysis

R3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

R3.2 Comprehend basic plots of classic fairy tales, myths, folktale, legends, and fables from around the world.

R3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

R3.4 Determine the underlying theme or author's message in fiction and nonfiction text.

R3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

R3.6 Identify the speaker or narrator in a selection.

Writing Strategies

W2.1 Write narratives:

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

W2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
W2.1 Write narratives:
   a. Provide a context within which an action takes place.
   b. Include well-chosen details to develop the plot.
   c. Provide insight into why the selected incident is memorable.

W2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

W2.3 Write personal and formal letters, thank-you notes, and invitations:
   a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
   b. Include the date, proper salutation, body, closing, and signature.

Writing Strategies

W1.1 Create a single paragraph:
   a. Develop a topic sentence.
   b. Include simple supporting facts and details.

W1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

W1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

W1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

Writing Applications

W1.4 Identify the musical elements of literary language

W1.5 Organize ideas chronologically or around major points of information.

W1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

W1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

W1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

W1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

W1.10 Compare ideas and points of view expressed in broadcast and print media.

W1.11 Distinguish between the speaker’s opinions and verifiable facts.

Listening and Speaking

LS2.1 Make brief narrative presentations:

R3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

R3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.

R3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

R3.6 Identify the speaker or narrator in a selection.

R3.7 Identify the speaker or narrator in a selection.

W2.3 Write personal and formal letters, thank-you notes, and invitations:
   c. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
   d. Include the date, proper salutation, body, closing, and signature.

Writing Strategies

W1.1 Create a single paragraph:
   e. Develop a topic sentence.
   f. Include simple supporting facts and details.

W1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

W1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

W1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

Writing Applications

W1.4 Identify the musical elements of literary language

W1.5 Organize ideas chronologically or around major points of information.

W1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

W1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

W1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

W1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important
W1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

W1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

W1.5 Organize ideas chronologically or around major points of information.

W1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

W1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

W1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

W1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

W1.10 Compare ideas and points of view expressed in broadcast and print media.

W1.11 Distinguish between the speaker's opinions and verifiable facts.

Listening and Speaking Strategies

LS1.1 Retell, paraphrase, and explain what has been said by a speaker.

LS1.2 Connect and relate prior experiences, insights and ideas to those of a speaker.

LS1.3 Respond to questions with appropriate elaboration.

LS1.4 Identify the musical elements of literary language (e.g. rhymes, repeated sounds, instances of onomatopoeia).

LS1.5 Organize ideas chronologically or around major points of information.

LS1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

LS1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

LS1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

LS1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

LS1.10 Compare ideas and points of view expressed in broadcast and print media.

LS1.11 Distinguish between the speaker's opinions and verifiable facts.

Speaking Applications

LS2.1 Make brief narrative
**LS1.2** Connect and related prior experiences, insights and ideas to those of a speaker.

**LS1.3** Respond to questions with appropriate elaboration.

**LS1.4** Identify the musical elements of literary language (e.g. rhymes, repeated sounds, instances of onomatopoeia).

**LS1.5** Organize ideas chronologically or around major points of information.

**LS1.6** Provide a beginning, a middle, and an end, including concrete details that develop a central idea.

**LS1.7** Use clear and specific vocabulary to communicate ideas and establish the tone.

**LS1.8** Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

**LS1.9** Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

**LS1.10** Compare ideas and points of view expressed in broadcast and print media.

**LS1.11** Distinguish between the speaker's opinions and verifiable facts.

**Speaking Applications**

**LS2.1** Make brief narrative presentations:

a. Provide a context for an incident that is the subject of the presentation.

b. Provide insight into why the selected incident is memorable.

c. Include well-chosen details to develop character, setting, and plot.

**LS2.2** Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

**LS2.3** Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
incident is memorable.
c. Include well-chosen details to develop character, setting, and plot.

**LS2.2** Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

**LS2.3** Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
**Scope and Sequence – Grade 3 – Social Studies**

Students integrate California content standards as they build on IB themes and outcomes. Social Studies/History/Geography texts provide material to draw from, but the teacher designs also draws on local and global resources, to help students connect traditions and systems of the past with current goals for meaningful participation in community life.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample unit project:</strong></td>
<td><strong>Sample unit project:</strong></td>
<td><strong>Sample unit project:</strong></td>
</tr>
<tr>
<td>Students study standards-based course content about “connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories.” The students survey local terrain in California to explore its significance in the development of early California. They compare it to their global learning partners’ region (looking for points of reference throughout the year in terms of topography, culture, history, government and economic structure). Using course texts as a reference along with guest presenters or field trips, they design projects that encourage recognition of and preservation of past cultures’ best artistic traditions. They include supporting maps, tables, graphs and dioramas to begin a class or school museum to educate the public.</td>
<td>Students draw from historical and community resources to understand how each period of settlement left its mark on the land. They evaluate the role of individualism versus the role of community building in the history of the West. They reenact history as if some key characters had selfless motives. They work with the language arts class to present a joint performance.</td>
<td>Students examine the productive activities that make a society work, comparing the local community with the global partners’ community. They design a service project that addresses economic need in one or both countries and acknowledges capacity of local peoples.</td>
</tr>
<tr>
<td><strong>What students will know or do:</strong></td>
<td><strong>What students will know or do:</strong></td>
<td><strong>What students will know or do:</strong></td>
</tr>
<tr>
<td>3.1 Describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</td>
<td>Research explorers who visited or settled in the region bringing cultural and religious traditions and contributions.</td>
<td>Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</td>
</tr>
<tr>
<td>Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes). Trace the ways in which</td>
<td>Describe the economies established by settlers and their influence on the present-day economy; compare and contrast traditional economies with settlers’ introduction of private property and entrepreneurship.</td>
<td>Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</td>
</tr>
<tr>
<td>Understand the role of rules and laws in daily life. Determine the reasons for the U.S. Constitution;</td>
<td>Design projects to honor those who sacrificed to create or contribute to the history of the local community; trace its development to understand founding families’ motivations and civilizations. Examine how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</td>
<td>Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss the relationship of students' &quot;work&quot; in school and their personal human capital.</td>
</tr>
</tbody>
</table>
people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

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

Describe national identities, religious beliefs, customs, and various folklore traditions. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).

Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.

1. Discuss the interaction of new settlers with the already established Indians of the region.

the value of examining the self in relationship to the community when practicing good citizenship; role play different outcomes in history with or without selfless acts by historic leaders. Students perform the role plays to teach others about the consequences of choices. They:

Design a project to honor the role of public virtue, linked to lessons on citizenship in the classroom and in the community (i.e. hold a mock legislature meeting, visit a town hall to give awards, honor civil servants, etc.)

Incorporate the histories of local, national and international landmarks, symbols, and essential documents that create a sense of community among citizens. Create a constitution representing the diverse interests of all in the broader community and share it with global partners & learn about their government.

Compare it with their three branches of government, and participate in local government.

Teach global partners the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.

Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
Scope and Sequence – Grade 3 – Science

Students integrate their learning in other content areas with their understanding and inquiry-based explorations in science. They use hands-on science materials, web-based research and standards-based texts and research techniques to support their demonstration of the concepts.

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample unit project:</strong></td>
<td><strong>Sample unit project:</strong></td>
<td><strong>Sample unit project</strong></td>
</tr>
<tr>
<td>Student theorize about the stored energy from nutrition. They track their eating habits to test their theories. A guest presenter nutritionist or physician helps them confirm their insights. They write to global partners about the energy of various agricultural products and the energy value of one versus another versus cost and feasibility. They visit a farm and compare notes. They grow two varieties to test theories about which one stores energy from the sun.</td>
<td>Project-based learning and classroom instruction reinforce concepts regarding the structures and functions of life forms, and diverse ecosystems. Students explore the impact of human ecological footprints and the legacy of the dinosaurs. They make predictions about climate change. They write to alternative fuel producers.</td>
<td>Project-based learning and classroom instruction challenge students to ask meaningful questions and conduct investigations to understand the difference between opinion and observation and to better understand all aspects of the scientific process. They visit a telescope to look at the night sky, view telescope magnifications and discuss the nature of movement in the solar system. They write to global partners about the changing seasons and their myths or fables regarding the night sky. They include mobiles of the solar system.</td>
</tr>
<tr>
<td>Project-based learning and classroom instruction challenges enable students to ask meaningful questions and conduct investigations to understand the difference between opinion and observation and to better understand all aspects of the scientific process.</td>
<td><strong>Inquiry-based research addressed the following education standards:</strong></td>
<td>Earth Sciences</td>
</tr>
<tr>
<td>Life Sciences</td>
<td><strong>Adaptations in physical structure or behavior may improve an organism’s chance for survival.</strong></td>
<td>Objects in the sky move in regular and predictable patterns.</td>
</tr>
<tr>
<td>Adaptations in physical structure or behavior may improve an organism’s chance for survival.</td>
<td><strong>Objects in the sky move in regular and predictable patterns.</strong> As a basis for understanding this concept:</td>
<td>Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.</td>
</tr>
<tr>
<td>As a basis for understanding this concept:</td>
<td><strong>Students know</strong> telescopes magnify the appearance of some distant objects in the sky, including the Moon and the</td>
<td>Students know the way in which the Moon’s appearance changes during the four-week lunar cycle.</td>
</tr>
<tr>
<td>Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.</td>
<td><strong>Students know</strong> the way in which the Moon’s appearance changes during the four-week lunar cycle.</td>
<td>Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the</td>
</tr>
<tr>
<td>Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.</td>
<td>Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the</td>
<td>Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.</td>
</tr>
<tr>
<td>Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the</td>
<td>Students know the way in which the Moon’s appearance changes during the four-week lunar cycle.</td>
<td>Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the</td>
</tr>
<tr>
<td>Classroom instruction demonstrates concepts regarding solar energy, evaporation, stored energy (from food fuel, batteries, etc.) and the periodic table, to reinforce details under the</td>
<td><strong>Students know</strong> the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.</td>
<td>Students know these concepts and their reinforcing details.</td>
</tr>
<tr>
<td>following education standards under</td>
<td>organism or other organisms, and some are beneficial.</td>
<td>planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:</td>
<td>Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.</td>
<td>Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.</td>
</tr>
<tr>
<td>Students know energy comes from the Sun to Earth in the form of light.</td>
<td>Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.</td>
<td>Students know the position of the Sun in the sky changes during the course of the day and from season to season.</td>
</tr>
<tr>
<td>Students know sources of stored energy take many forms, such as food, fuel, and batteries.</td>
<td>Students know machines and living things convert stored energy to motion and heat.</td>
<td></td>
</tr>
<tr>
<td>Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.</td>
<td>Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.</td>
<td></td>
</tr>
<tr>
<td>Students know matter has three forms: solid, liquid, and gas.</td>
<td>Students know evaporation and melting are changes that occur when the objects are heated.</td>
<td></td>
</tr>
<tr>
<td>Students know evaporation and melting are changes that occur when the objects are heated.</td>
<td>Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.</td>
<td></td>
</tr>
<tr>
<td>Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.</td>
<td>Students know all matter is made of small particles called atoms, too small to see with the naked eye.</td>
<td></td>
</tr>
<tr>
<td>Students know all matter is made of small particles called atoms, too small to see with the naked eye.</td>
<td>Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.</td>
<td></td>
</tr>
<tr>
<td>Light has a source and travels in a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
direction. As a basis for understanding this concept:

*Students know* sunlight can be blocked to create shadows.

*Students know* light is reflected from mirrors and other surfaces.

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

*Students know* an object is seen when light traveling from the object enters the eye.
**Scope and Sequence - Grade 3 - Math**

Students build a repertoire of competencies through visual learning activities and assignments, story problems and process learning activities. Math activities will be aligned with the Open Court Language Arts series and manipulatives. The third grade curriculum in this series presents a spiraled learning plan based on the following skill sets:

- Measuring Computation and Number
- Algebraic Thinking
- Geometry
- Measurement
- Data Analysis and Probability
- Money and Place Value
- Measuring

Projects and activities will also reinforce the IB themes. As students learn standards-based skills, these thematically linked projects will provide opportunities to apply those skills and produce practical outcomes.

The charts below show which standards are emphasized through integrated content in each term. Time in each unit is included to learn, apply, and monitor new skills and to review and reapply skills previously learned. The chart illustrates which standards are continually applied or else are practiced again at some point during the following trimester.
<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Winter Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample unit projects</strong></td>
<td><strong>Sample unit projects:</strong></td>
<td><strong>Sample unit projects:</strong></td>
</tr>
</tbody>
</table>

Projects connect to social science/language arts/Gian Charter Academy outcomes based on needs of service projects. For instance, students could apply math standards to surveying techniques as they survey land in areas they feel deserve protective status. They use numbers in story problems to write letters about their request.

In letters about global economic issues, they may incorporate examples using global exchange or comparing measurements of trade in other countries.

**Math Practiced through Integrated Activities:**

<table>
<thead>
<tr>
<th>MMG1.1</th>
<th>MSDP1.2</th>
<th>MAF 2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose the appropriate tools and unite (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.</td>
<td>Record the possible outcomes for a simple event (E.G., tossing a coin in and systematically keeping tack of the outcomes when the event is repeated many times.</td>
<td>Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit.)</td>
</tr>
</tbody>
</table>

**Sample unit projects:**

Students learn where and why algebra was introduced in the world and examine math as springing from tradition and functionality. Integrated project designs include props for a language arts performance, requiring measurements and geometric building or costume designs. Students determine what methods to use for each project application.

**Math Practiced through Integrated Activities:**

<table>
<thead>
<tr>
<th>MMG1.1</th>
<th>MSDP1.3</th>
<th>MMS1.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose the appropriate tools and unite (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.</td>
<td>Summarize and display the results of probability experiments to predict future events (e.g. use a line plot to predict the temperature forecast for the next day).</td>
<td>Round off numbers to</td>
</tr>
</tbody>
</table>

**Sample unit projects:**

Project design involves both language arts connections and social studies links as students guess probabilities about endings of stories and as they develop statistical representations of economic challenges in the local area and in the global learning partner’s country. They share, compare and make appeals to local officials by taking their displays on the road.

**Math Practiced through Integrated Activities:**

<table>
<thead>
<tr>
<th>MSDP1.2</th>
<th>MMR1.1</th>
<th>MMR2.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record the possible outcomes for a simple event (E.G., tossing a coin in and systematically keeping tack of the outcomes when the event is repeated many times.</td>
<td>Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.</td>
<td>Make precise calculations and check the validity of the results from the content of the problem.</td>
</tr>
</tbody>
</table>

**Sample unit projects:**

Project design involves both language arts connections and social studies links as students guess probabilities about endings of stories and as they develop statistical representations of economic challenges in the local area and in the global learning partner’s country. They share, compare and make appeals to local officials by taking their displays on the road.

**Math Practiced through Integrated Activities:**

<table>
<thead>
<tr>
<th>MSDP1.3</th>
<th>MMR2.1</th>
<th>MMR2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize and display the results of probability experiments to product future events (e.g. use a line plot to predict the temperature forecast for the next day).</td>
<td>Use estimation to verify the reasonableness of calculated results.</td>
<td>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</td>
</tr>
</tbody>
</table>

**Sample unit projects:**

Project design involves both language arts connections and social studies links as students guess probabilities about endings of stories and as they develop statistical representations of economic challenges in the local area and in the global learning partner’s country. They share, compare and make appeals to local officials by taking their displays on the road.

**Math Practiced through Integrated Activities:**

<table>
<thead>
<tr>
<th>MSDP1.3</th>
<th>MMR2.1</th>
<th>MMR2.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize and display the results of probability experiments to product future events (e.g. use a line plot to predict the temperature forecast for the next day).</td>
<td>Use estimation to verify the reasonableness of calculated results.</td>
<td>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</td>
</tr>
</tbody>
</table>
MMR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

MMR3.1 Evaluate the reasonableness of the solution in the context of the original situation.

MMR3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

MMR3.3 Develop generalizations of the results obtained and apply them in other circumstances.

MAAF1.1 Represent relationships of quantities in the form of mathematical expressions, equations or inequalities.

MAF2.0 Students represent simple functional relationships.

MAF2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting 4s or by multiplying the number of horses by 4).

MSDP1.2 Record the possible outcomes for a simple event (e.g., tossing a coin in and systematically keeping track of the outcomes when the event is repeated many times).

MSDP1.3 Summarize and display the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

MMR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

MAF2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit.)

MAF2.3 Select appropriate operational symbols to make an expression true (e.g., if 4 _ 3 = 12, what symbol goes in the blank?).

MAF2.4 Express simple unit conversions in symbolic form.

MMR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

MMR2.6 Make precise calculations and check the validity of the results from the content of the problem.

MNS3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation by using whole-number multipliers and divisors.

MAF2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit.)

MAF2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting 4s or by multiplying the number of horses by 4).

MSDP1.2 Record the possible outcomes for a simple event (e.g., tossing a coin in and systematically keeping track of the outcomes when the event is repeated many times).

MMR2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams.
and models, to explain mathematical reasoning.

<table>
<thead>
<tr>
<th>Number Sense</th>
<th>Number Sense</th>
<th>Number Sense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Students understand the place value of whole numbers:</strong></td>
<td><strong>1.0 Students understand the place value of whole numbers:</strong></td>
<td><strong>1.0 Students understand the place value of whole numbers:</strong></td>
</tr>
<tr>
<td>1.1 Count, read, and write whole numbers to 10,000.</td>
<td>1.1 Count, read, and write whole numbers to 10,000.</td>
<td>1.1 Count, read, and write whole numbers to 10,000.</td>
</tr>
<tr>
<td>1.2 Compare and order whole numbers to 10,000.</td>
<td>1.2 Compare and order whole numbers to 10,000.</td>
<td>1.2 Compare and order whole numbers to 10,000.</td>
</tr>
<tr>
<td>1.3 Identify the place value for each digit in numbers to 10,000.</td>
<td>1.3 Identify the place value for each digit in numbers to 10,000.</td>
<td>1.3 Identify the place value for each digit in numbers to 10,000.</td>
</tr>
<tr>
<td>1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.</td>
<td>1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.</td>
<td>1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.</td>
</tr>
<tr>
<td>1.5 Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).</td>
<td>1.5 Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).</td>
<td>1.5 Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6).</td>
</tr>
<tr>
<td><strong>2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:</strong></td>
<td><strong>2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:</strong></td>
<td><strong>2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:</strong></td>
</tr>
<tr>
<td>2.1 Find the sum or difference of two whole numbers between 0 and 10,000.</td>
<td>2.1 Find the sum or difference of two whole numbers between 0 and 10,000.</td>
<td>2.1 Find the sum or difference of two whole numbers between 0 and 10,000.</td>
</tr>
<tr>
<td>2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.</td>
<td>2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.</td>
<td>2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.</td>
</tr>
<tr>
<td>2.3 Use the inverse relationship of multiplication and division to compute and check results.</td>
<td>2.3 Use the inverse relationship of multiplication and division to compute and check results.</td>
<td>2.3 Use the inverse relationship of multiplication and division to compute and check results.</td>
</tr>
</tbody>
</table>
relationship of multiplication and division to compute and check results.

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

2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = __).

2.6 Understand the special properties of 0 and 1 in multiplication and division.

2.7 Determine the unit cost when given the total cost and number of units.

2.8 Solve problems that require two or more of the skills mentioned above.

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

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

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

3.3 Solve problems involving addition, subtraction, multiplication, and division of money.
simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).

3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.

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

Algebra and Functions

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

1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.

1.2 Solve problems involving numeric equations or inequalities.

1.3 Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __ 3 = 12, what operational symbol goes in the blank?).

1.4 Express simple unit conversions in symbolic form (e.g., __ inches = __ feet x 12).
1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).

2.0 Students represent simple functional relationships:

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

Measurement and Geometry

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

1.1 Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.

1.3 Find the perimeter of a polygon with integer sides.

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

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

2.1 Identify, describe, and classify polygons.
<table>
<thead>
<tr>
<th>Figures by covering them with squares or by counting the number of cubes that would fill them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Find the perimeter of a polygon with integer sides.</td>
</tr>
<tr>
<td>1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).</td>
</tr>
<tr>
<td>2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).</td>
</tr>
<tr>
<td>2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.</td>
</tr>
<tr>
<td>2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).</td>
</tr>
<tr>
<td>2.6 Identify common solid objects that are the components needed to make a more complex solid object.</td>
</tr>
</tbody>
</table>

**Statistics, Data Analysis, and Probability**

**1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:**

<table>
<thead>
<tr>
<th>1.1 Identify whether common events are certain, likely, unlikely, or improbable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Record the possible outcomes for a simple probability experiment.</td>
</tr>
<tr>
<td>1.3 Find the perimeter of a polygon with integer sides.</td>
</tr>
<tr>
<td>1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2.1 Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).</td>
</tr>
<tr>
<td>2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).</td>
</tr>
<tr>
<td>2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.</td>
</tr>
<tr>
<td>2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).</td>
</tr>
</tbody>
</table>

**Statistics, Data Analysis, and Probability**

**1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:**

<table>
<thead>
<tr>
<th>1.1 Identify whether common events are certain, likely, unlikely, or improbable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Record the possible outcomes for a simple probability experiment.</td>
</tr>
</tbody>
</table>
angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.

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

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

Statistics, Data Analysis, and Probability

1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:

1.1 Identify whether common events are certain, likely, unlikely, or improbable.

1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.

1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).

1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

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

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

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

2.1 Use estimation to verify the reasonableness of calculated results.

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

2.3 Use a variety of cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).

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

Statistics, Data Analysis, and Probability

1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:

1.1 Identify whether common events are certain, likely, unlikely, or improbable.

1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.

1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).

1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

1.1 Analyze problems by identifying relationships,
<table>
<thead>
<tr>
<th><strong>Mathematical Reasoning</strong></th>
<th><strong>1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Students make decisions about how to approach problems:</strong></td>
<td><strong>2.0 Students use strategies, skills, and concepts in finding solutions:</strong></td>
</tr>
<tr>
<td><strong>1.2 Determine when and how to break a problem into simpler parts.</strong></td>
<td><strong>2.1 Use estimation to verify the reasonableness of calculated results.</strong></td>
</tr>
<tr>
<td><strong>2.0 Students use strategies, skills, and concepts in finding solutions:</strong></td>
<td><strong>2.2 Apply strategies and results from simpler problems to more complex problems.</strong></td>
</tr>
<tr>
<td><strong>2.1 Use estimation to verify the reasonableness of calculated results.</strong></td>
<td><strong>2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</strong></td>
</tr>
<tr>
<td><strong>2.2 Apply strategies and results from simpler problems to more complex problems.</strong></td>
<td><strong>2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</strong></td>
</tr>
<tr>
<td><strong>2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</strong></td>
<td><strong>2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</strong></td>
</tr>
<tr>
<td><strong>2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</strong></td>
<td><strong>2.6 Make precise calculations and check the validity of the results from the context of the problem.</strong></td>
</tr>
<tr>
<td><strong>3.0 Students move beyond a particular problem by generalizing to other situations:</strong></td>
<td><strong>3.1 Evaluate the reasonableness of the solution in the context of the original situation.</strong></td>
</tr>
<tr>
<td><strong>3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.</strong></td>
<td><strong>3.3 Develop generalizations of the results obtained and apply them in other circumstances.</strong></td>
</tr>
<tr>
<td><strong>3.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</strong></td>
<td><strong>3.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.</strong></td>
</tr>
</tbody>
</table>

**310**
2.5 Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.

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

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

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

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

3.3 Develop generalizations of the results obtained and apply them in other circumstances
**Scope and Sequence - Grade 4 – English/Language Arts**

Using the Open Court readers as a primary source (and additional state approved reading resources, such as books recommended in *Literature, Kindergarten Through Grade Twelve*), students read literature about the character themes. They explore the purposes of writing, reading and speaking, especially as the skills relate to project themes and to integrated grade-level academic concepts. They learn contextual applications. They build a repertoire of competencies through reading, independent work, interactive work, and knowledge products created through reading, writing, and oral presentations.

The support materials and leveled readers provided in the curriculum work hand-in-hand with the creative constructivist projects the teacher brings to the classroom. Adaptive materials for English Language Learners and for mixed or inclusive classrooms further enable teachers to reach out to all students.

| First Trimester | Second Trimester | Third Trimester |
**Sample integrated project:**
Students develop the habit of awareness and recognize the value of research and reading in addressing community issues. They keep journals to track their own creative awareness. They write journal entries related to the cause and create a teaching presentation for a relevant community group.

**Sample integrated project:**
Students read stories of famous women. They read about people who overcame challenges to create equality. They write how-to manuals for practicing the habits-of-heart. Teachers and students design projects around social science themes.

**Sample integrated project:**
Students begin to collect reading material to provide background for museum exhibits and presentations they will create. The traveling museums have a role in effecting community change in preserving nature and conducting acts of altruism. They write about other cultures, include their partner culture.

**What students will know and do:**

**Highlights:** Students will practice making inferences, discuss viewpoint, study homophones and varying vowel sounds and other decoding challenges, hold a literature discussion and practice writing effective narratives.

**Standards Introduced:**

**Reading Comprehension**

R1.1 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

R2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

R2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

R2.6 Distinguish between cause and effect and between fact and opinion in expository text.

**Standards Reinforced:**

**Reading Comprehension**

R1.1 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

R2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

R2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

R2.6 Distinguish between cause and effect and between fact and opinion in expository text.

**Highlights:** Students will practice listening for different purposes, will write log entries, practice unusual spellings, practice skimming and scanning, and practice writing research reports.

**Standards Reinforced:**

**Reading Comprehension**

R1.1 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

R2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

R2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

R2.5 Compare and contrast information on the same topic after reading several passages or articles.

R2.6 Distinguish between cause and effect and between fact and opinion in expository text.

R2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

**Word Analysis/Vocabulary**
cause and effect and between fact and opinion in expository text.

| R2.7 | Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games). |

**Word Analysis/Vocabulary**

| R.1.6.1 | Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. |
| R1.2 | Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. |
| R1.3 | Use knowledge of root words to determine the meaning of unknown words within a passage. |
| R1.4 | Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international). |
| R1.5 | Use a thesaurus to determine related words and concepts. |
| R1.6 | Distinguish and interpret words with multiple meanings. |

**Literary Analysis**

| R3.1 | Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. |
| R3.2 | Identify the main events of the plot, their causes, and the influence of each event on future actions. |
| R3.3 | Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. |
| R3.4 | Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales). |
| R3.5 | Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works. |

**Writing Strategies**

| W1.1 | Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format. |
motivations to determine the causes for that character's actions. 
**R3.4** Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

**R3.5** Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

**Writing Strategies**

**W1.1** Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

**W1.2** Create multiple-paragraph compositions:

- Provide an introductory paragraph.
- Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
- Include supporting paragraphs with simple facts, details, and explanations.
- Conclude with a paragraph that summarizes the points.
- Use correct indention.

**W1.3** Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

**W1.4** Write fluidly and legibly in cursive or joined italic.

**W1.5** Quote or paraphrase information sources, citing them appropriately.

**W1.6** Locate information in reference texts by using organizational features (e.g., prefaces, appendices).

**W1.7** Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

**W1.8** Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

**W1.9** Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

**W1.10** Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
difference, posing and answering a question).  
W1.4 Write fluidly and legibly in cursive or joined italic.  
W1.5 Quote or paraphrase information sources, citing them appropriately.  
W1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).  
W1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.  
W1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.  
W1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).  
W1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.  

Writing Applications  
W2.12.1 Write narratives:  
   a. Relate ideas, observations, or recollections of an event or experience.  
   b. Provide a context to enable the reader to imagine the world of the event or experience.  
   c. Use concrete sensory details.  
   d. Provide insight into why the selected event or experience is memorable.  

Writing Applications  
W2.2 Write responses to literature:  
   e. Demonstrate an understanding of the literary work.  
   f. Support judgments through references to both the text and prior knowledge.  

Writing Applications  
W2.3 Write information reports:  
   g. Frame a central question about an issue or situation.  
   h. Include facts and details for focus.  
   i. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).  

Writing Applications  
W2.4 Write summaries that contain the main ideas of the reading selection and the most significant details. 1.1 Use simple and compound sentences in writing and speaking.  

Listening and Speaking  
LC1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.  
LC1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.
is memorable.

**W2.2** Write responses to literature:

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

**W2.3** Write information reports:

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

**W2.4** Write summaries that contain the main ideas of the reading selection and the most significant details. 1.1 Use simple and compound sentences in writing and speaking.

**Listening and Speaking**

**LC1.2** Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

**LC1.3** Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

**LC1.4** Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

**LC1.5** Use underlining, quotation marks, or italics to identify titles of documents.

**LC1.6** Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

**LC1.7** Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

**Listening and Speaking Strategies**

**LS1.5** Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

**LS1.6** Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).

**LS1.7** Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

**LS1.8** Use details, examples, anecdotes, or experiences to explain or clarify information.

**LS1.9** Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

**LS1.10** Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

**Speaking Applications**

Standard 1.0. Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:

**LS2.1** Make narrative presentations:

g. Relate ideas, observations,
LC1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

LC1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

**Listening and Speaking Strategies**

LS1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

LS1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).

LS1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

LS1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.

LS1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

LS1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

**Speaking Applications**

Standard 1.0. Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:

LS2.1 Make narrative presentations:

- d. Relate ideas, observations, or recollections about an event or experience.
- e. Provide a context that enables the listener to imagine the circumstances of the event or experience.
- f. Provide insight into why the selected event or experience is memorable.

LS2.2 Make informational presentations:

- g. Frame a key question.
- h. Include facts and details that help listeners to focus.
- i. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).

LS2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

LS2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.
presentations:

a. Relate ideas, observations, or recollections about an event or experience.
b. Provide a context that enables the listener to imagine the circumstances of the event or experience.
c. Provide insight into why the selected event or experience is memorable.

**LS2.2** Make informational presentations:

a. Frame a key question.
b. Include facts and details that help listeners to focus.
c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).

**LS2.3** Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

**LS2.4** Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

presentations:

d. Frame a key question.
e. Include facts and details that help listeners to focus.
f. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).

**LS2.3** Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

**LS2.4** Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.
Innovative project design suggestions integrate global learning partner challenges with video technology, to bring life to a standards-based curriculum. The course texts and other learning resources help provide a social context for learning the content.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample unit projects:</strong></td>
<td><strong>Sample unit projects:</strong></td>
<td><strong>Sample unit projects:</strong></td>
</tr>
<tr>
<td>Students learn the story of the varied geography of their home state and its many waves of immigration. They compare migratory trends of the past with current global migration and its influences on the world’s peoples, comparing notes with global partners. Course texts and block teaching meetings determine how to customize service projects for relevancy.</td>
<td>Students discuss the habit of leadership as it relates to the standards. They explore the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. They create a mini-documentary featuring elders and their memories of honorable leadership. Students apply conflict resolution strategies to rewrite history and examine the outcomes of choices on evolving states, territories and countries.</td>
<td>Service projects help students examine equity in economics, universal access and safety practices as they examine history and assess current conditions.</td>
</tr>
<tr>
<td>Students examine the state in the context of the rest of the nation. They study branches of government. With global partners, they write a sample constitution.</td>
<td>What students will know or do:</td>
<td>What students will know or do:</td>
</tr>
<tr>
<td><strong>Create topographical maps of California for public exhibits.</strong> Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. Identify geographical features.</td>
<td>Respect and teach about the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. Make comparisons to the communities who use coral reefs today. Compare crafts of early dwellers and coral reef communities. Compare ecological footprints of early sea dwellers and modern sea dwellers. Identify the early land and sea routes to, and European settlements in, California.</td>
<td>Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act). Describe rapid American immigration, internal migration,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What students will know or do:

- Create topographical maps of California for public exhibits.
- Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
- Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
- Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. Identify geographical features.
- Compare the global partner’s location and features.
- Use maps, charts, and pictures to describe how communities
<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
</table>
| Land Use, Vegetation, Climate, Population Density, Architecture, Services, and Transportation. | Describe the Spanish exploration and colonization of California, Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy. Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico). Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical settlement, and the growth of towns and cities (e.g., Los Angeles). Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs. Describe the history and development of California's public education system, including universities and community colleges. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne). Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). Understand the purpose of the California Constitution, its key principles, and its relationship to
| Environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp). Study the lives of women who helped build early California (e.g., Biddy Mason). Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods. | the U.S. Constitution. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts). |
Science students utilize course materials, science kits, technology and other resources in and out of the classroom to integrate the goals and outcomes of other content areas with science education standards. The teacher designs projects with outcomes in the local and global community. The following suggestions are starting points for the teacher to incorporate suggested texts, community needs and integrated teaching approaches to meet California content standards.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample unit projects:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project designs identify the need for small machines in the local community or school community. Students call on mentors to learn the skills to create useful machines. They write the instructions for making them and describe the principles behind the machines. They send them as gifts to global partners or to local nursing home recipients. For example: Small machines might serve as incubators for chickens. They might serve as lazy susans to give nursing homes. Students make predictions about how to create or improve on the technology before they build it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sample unit projects:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student projects may include a study of the world’s oceans and the scientific processes that shape their environmental issues. Students gather research on their upcoming beach clean-up weekend or collect data in advance and give a presentation to an oceanographer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sample unit projects:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students develop inquiry-based experiments that can be conducted on the local beach. They challenge global partners to do the same in a similar setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What students will know and do:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All organisms need energy and matter to live and grow. As a basis for understanding this concept: Students know plants are the primary source of matter and energy entering most food chains.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What students will know and do:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Earth Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept: Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What students will know and do:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waves, wind, water, and ice shape and reshape Earth’s land surface. As a basis for understanding this concept: Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students know ecosystems can</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Students know natural processes,
Formulate and justify predictions based on cause-and-effect relationships.

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

Construct and interpret graphs from measurements.

Follow a set of written instructions for a scientific investigation.

**Physical Sciences**

Electricity and magnetism are related effects that have many useful applications in everyday life. 

**As a basis for understanding this concept:**

Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.

Students know how to build a simple compass and use it to detect magnetic effects, including Earth’s magnetic field.

Students know electric currents produce magnetic fields and know how to build a simple electromagnet.

Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.

Students know electrically charged objects attract or repel each other.

Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.

Students know electrical energy can be converted to heat, light, and motion.

Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

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

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

Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).
**Scope and Sequence – Math – Grade 4**

Students build a repertoire of competencies through visual learning activities and assignments, story problems and process learning activities that sometimes result in the creation of community service projects. Math activities will be aligned with the Open Court Language Arts series and reinforced by teacher-designed lesson plans and manipulatives.

The fourth grade curriculum in this series presents a spiraled learning plan based on the following skill sets:

- Multiplicative Reasoning
- Equivalence
- Computational Fluency
- Computation and Number
- Algebraic Thinking
- Geometry
- Measurement
- Data Analysis and Probability

Projects and activities will also reinforce the International Baccalaureate themes. As students learn standards-based skills, these thematically linked projects will provide opportunities to apply those skills and produce practical outcomes.

As in earlier grades, time in each unit is included to learn, apply, and monitor new skills and to review and reapply skills previously learned, until all grade-level standards are addressed. Projects, other core content reinforce math standards. Daily practice reintroduces many of the same standards throughout the year.

| First Trimester | Second Trimester | Third Trimester |
### Sample unit project:

Projects focused on measurement and geometry include creation of a map across California and a similar map across the global learning partner’s country or region, to be used in presentation. Map keys and side guides ensure accuracy in measuring distances.

**Standards integrated into multiple content areas:**

**M.31.** Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.

**M3.2** Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.

**MSDAP1.1** Formulate survey questions; systematically collect and represent data on number line; and coordinate graphs, tables and charts.

**MMR2.6** Make precise calculations and check the validity of the results form the context of the problem.

**MMG1.0** Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:

1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).

**MMG1.3** Understand that rectangles that have the same perimeter can have different areas.

**MMG1.4** Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

**MMG2.0** Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:

**MMG2.1** Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation \( y = 3x \) and connect them by using a straight line).

---

### Sample unit project:

Students explore the forces of nature and determine inventions they can create involving geometric principles learning in class. The inventions must have an outcome for a segment of the local population or for the global partner. (A guest presenter might make suggestions.)

**Standards integrated into multiple content areas:**

**MAF1.0** Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:

1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).

**MMG1.3** Understand that rectangles that have the same perimeter can have different areas.

**MMG1.4** Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

**MMG2.0** Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:

**MMG2.1** Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation \( y = 3x \) and connect them by using a straight line).

---

### Sample unit project:

Student projects include an adopt-a-beach clean-up. Students use mathematical probabilities to predict future pollution problems based on current trends.

**Standards integrated into multiple content areas:**

**MNS3.1** Demonstrate an understanding of, and the ability to use, standard algorithms for he addition and subtraction of multidigit numbers.

**MNS3.4** Solve problems involving division of multidigit numbers by one-digit numbers.

**MSDP1.1** Formulate survey questions; systematically collect and represent data on number line; and coordinate graphs, tables and charts.
**MMG1.0** Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.

1. Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).

2. Interpret and evaluate mathematical expressions that now use parentheses.

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

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

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

**2.0 Students know how to manipulate equations:**
2.1 Know and understand that equals added to equals are equal.

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

**1.0 Students understand perimeter and area:**
1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm²), square meter (m²), square kilometer (km²), square inch (in²), square yard (yd²), or square mile (mi²).
1.2 Recognize that rectangles that have the same area can have different perimeters.

**MMG1.3** Understand that rectangles that have the same perimeter can have different areas.

**MMG1.4** Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

**MMG2.0** *Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:*
**Language Arts Grade 5**

Using the Open Court readers as a primary source (and additional state approved reading resources, such as books recommended in *Literature, Kindergarten Through Grade Twelve*), students read literature about the character themes. They explore the purposes of writing, reading and speaking, especially as the skills relate to project themes and to integrated grade-level academic concepts. They learn contextual applications. They build a repertoire of competencies through reading, independent work, interactive work, and knowledge products created through reading, writing, and oral presentations.

The support materials and leveled readers provided in the curriculum work hand-in-hand with the creative constructivist projects the teacher brings to the classroom. Adaptive materials for English Language Learners and for mixed or inclusive classrooms further enable teachers to reach out to all students.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample project:</strong> Projects include electronic research to create a class database of peoples. They include groups represented in pre-1880s history and write journals online. Reading assignments help them research material to write on their “One Human Family Page.” They incorporate standards-based learning into assessments and submit the information to a global partner and learn about their partners’ history.</td>
<td><strong>Sample project:</strong> Projects will include scripting dramas based on the social studies content, careers in conservation or wildlife preservation. The conflict bridge can be included. Students will use writing, research and speaking skills and will make parallels with a local community conflict. They will write about and present it in an appropriate setting.</td>
<td><strong>Sample project:</strong> Students study the relationship of effort and outcome in their reading and explore paths to human understanding and personal paths of insight. They use writing skills to craft a global constitution to share, based on a social studies joint project. They integrate themes about nature and humans they have learned during the year. They conduct a presentation to create greater understanding about an issue that has generated misunderstanding.</td>
</tr>
<tr>
<td><strong>What students will know and do:</strong></td>
<td></td>
<td><strong>What students will know and do:</strong></td>
</tr>
<tr>
<td><strong>Highlights:</strong> Students write news articles, hold effective conversations, use maps, globes and charts as reference sources, and learn words from other languages. They use a thesaurus.</td>
<td><strong>Highlights:</strong> Students use multiple forms of research, study occupations and develop plots and dialogue. In grammar, highlights include practicing subject-verb agreement and correct synonym usage.</td>
<td><strong>Highlights:</strong> Students learn about propaganda, plan multimedia presentations and learn to compare and contrast. They respond to essay questions and avoid double negatives, and practice using context to decode vocabulary words, among other things. They study the effects of media in daily life.</td>
</tr>
<tr>
<td><strong>Standards introduced:</strong></td>
<td><strong>Standards reinforced:</strong></td>
<td><strong>Standards reinforced:</strong></td>
</tr>
<tr>
<td><strong>Reading Comprehension</strong></td>
<td><strong>Reading Comprehension</strong></td>
<td><strong>Reading Comprehension</strong></td>
</tr>
<tr>
<td><strong>R2.1 Understand how text features (e.g., format, graphics, sequence,</strong></td>
<td></td>
<td><strong>R2.1 Understand how text features (e.g., format,</strong></td>
</tr>
</tbody>
</table>

330
<table>
<thead>
<tr>
<th>R2.2 Analyze text that is organized in sequential or chronological order.</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</td>
</tr>
<tr>
<td>R2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</td>
</tr>
<tr>
<td>R2.5 Distinguish facts, supported inferences, and opinions in text.</td>
</tr>
</tbody>
</table>

**Word Analysis**

| R1.2 Use word origins to determine the meaning of unknown words. |
| R1.3 Understand and explain frequently used synonyms, antonyms, and homographs. |
| R1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). |
| R1.5 Understand and explain the figurative and metaphorical use of words in context. |

**Literary Response and Analysis**

| R3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. |
| R3.2 Identify the main problem or conflict of the plot and explain how it is resolved. |
| R3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the... |
purpose.

R3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

R3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

R3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.

R3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

R3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

R3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Listening and Speaking Strategies

LS1.1 Ask questions that seek information not already discussed.

LS1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

LS1.3 Make inferences or draw conclusions based on an oral report.

LS1.4 Select a focus, organizational structure, and point of view for an oral presentation.

LS1.5 Clarify and support spoken ideas with evidence and examples.

LS1.6 Engage the audience with appropriate verbal cues, importance of the contrasts to the plot or theme.

Writing Strategies

W1.1 Create multiple-paragraph narrative compositions:
   a. Establish and develop a situation or plot.
   b. Describe the setting.
   c. Present and ending.

W1.2 Create multiple-paragraph expository compositions.
   a. Establish a topic, important ideas or events in sequence or chronological order.
   b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.

Writing Applications

W2.1 Write narratives:
   a. Establish a plot, point of view, setting, and conflict.
   b. Show, rather than tell, the events of the
LS1.4 Select a focus, organizational structure, and point of view for an oral presentation.

LS1.5 Clarify and support spoken ideas with evidence and examples.

LS1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

LS1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.

LS1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of cu2.1 Deliver narrative presentations:

a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.

b. Show, rather than tell, the listener what happens.

LS2.2 Deliver informative presentations about an important idea, issue, or event by the following means:

a. Frame questions to direct the investigation.

b. Establish a controlling idea or topic.

c. Develop the topic with simple facts, details, examples, and explanations.

LS2.3 Deliver oral responses to literature:

a. Summarize significant events and details.

b. Articulate an understanding of several ideas or images.

LC1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

LC1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.

LC1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

LC1.4 Use correct capitalization.

LC1.5 Spell roots, suffixes,
<table>
<thead>
<tr>
<th>LS2.3 Deliver oral responses to literature:</th>
<th>LS2.3 Deliver oral responses to literature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Summarize significant events and details.</td>
<td>a. Summarize significant events and details.</td>
</tr>
<tr>
<td>b. Articulate an understanding of several ideas or images communicated by the literary work.</td>
<td>b. Articulate an understanding of several ideas or images communicated by the literary work.</td>
</tr>
<tr>
<td>c. Use examples or textual evidence from the work to support conclusions.</td>
<td>c. Use examples or textual evidence from the work to support conclusions.</td>
</tr>
</tbody>
</table>

**Writing Applications**

<table>
<thead>
<tr>
<th>W2.1 Write narratives:</th>
<th>W2.1 Write narratives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Establish a plot, point of view, setting, and conflict.</td>
<td>a. Establish a plot, point of view, setting, and conflict.</td>
</tr>
<tr>
<td>b. Show, rather than tell, the events of the story.</td>
<td>b. Show, rather than tell, the events of the story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W2.2 Write responses to literature:</th>
<th>W2.2 Write responses to literature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate an understanding of a literary work.</td>
<td>a. Demonstrate an understanding of a literary work.</td>
</tr>
<tr>
<td>b. Support judgments through references to the text and to prior knowledge.</td>
<td>b. Support judgments through references to the text and to prior knowledge.</td>
</tr>
<tr>
<td>c. Develop interpretations that exhibit careful reading and understanding.</td>
<td>c. Develop interpretations that exhibit careful reading and understanding.</td>
</tr>
</tbody>
</table>

**Writing Applications**

<table>
<thead>
<tr>
<th>W2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</th>
<th>W2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Frame questions that direct the investigation.</td>
<td>a. Frame questions that direct the investigation.</td>
</tr>
<tr>
<td>b. Establish a controlling idea or topic.</td>
<td>b. Establish a controlling idea or topic.</td>
</tr>
<tr>
<td>c. Develop the topic with simple facts, details, examples, and explanations.</td>
<td>c. Develop the topic with simple facts, details, examples, and explanations.</td>
</tr>
</tbody>
</table>

**Speaking Applications**

<table>
<thead>
<tr>
<th>LS2.1 Deliver narrative presentations:</th>
<th>LS2.1 Deliver narrative presentations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.</td>
<td>a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.</td>
</tr>
<tr>
<td>b. Show, rather than tell, the listener what happens.</td>
<td>b. Show, rather than tell, the listener what happens.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LS2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</th>
<th>LS2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Frame questions to direct the investigation.</td>
<td>a. Frame questions to direct the investigation.</td>
</tr>
<tr>
<td>b. Establish a controlling idea or topic.</td>
<td>b. Establish a controlling idea or topic.</td>
</tr>
<tr>
<td>c. Develop the topic with simple facts, details, examples, and explanations.</td>
<td>c. Develop the topic with simple facts, details, examples, and explanations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LS2.3 Deliver oral responses to literature:</th>
<th>LS2.3 Deliver oral responses to literature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Summarize significant events and details.</td>
<td>a. Summarize significant events and details.</td>
</tr>
<tr>
<td>b. Articulate an understanding of several ideas or images communicated by the literary work.</td>
<td>b. Articulate an understanding of several ideas or images communicated by the literary work.</td>
</tr>
<tr>
<td>c. Use examples or textual evidence from the work to support conclusions.</td>
<td>c. Use examples or textual evidence from the work to support conclusions.</td>
</tr>
</tbody>
</table>
**W2.3** Write research reports about important ideas, issues, or events by using the following guidelines:

a. Frame questions that direct the investigation.

b. Establish a controlling idea or topic.

c. Develop the topic with simple facts, details, examples, and explanations.

**W2.4** Write persuasive letters or compositions:

a. State a clear position in support of a proposal.

b. Support a position with relevant evidence.

c. Follow a simple organizational pattern.

d. Address reader concerns.
Scope and Sequence – Grade 5 – Social Science

Students integrate their learning in other content areas with their learning about the formation of the nation prior to 1850. They consider the often conflicting ideals of those who first inhabited the nation and those who came later, exploring the colonial government, the Enlightenment, the English traditions of self-government, slavery, the westward expansion and the principles of individual rights. They compare these patterns and traditions with those of their global partner.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample unit projects:</td>
<td>Sample unit projects:</td>
<td>Sample unit projects:</td>
</tr>
<tr>
<td>Projects incorporate the standards-based learning activities below into projects in which students write journals parallel ing the life of people in history and the life of community groups competing for resources in today’s society. They turn the journals into dramas. They base the histories on research of current events. They compare notes with global learning partners to expand their knowledge. They incorporate mediation exercises into their activities. They conduct a project to generate resources or opportunities for one group in exchange for a needed service.</td>
<td>Students take field trips to compare the architecture of the community and how it reflects the political, religious, social and economic values of the people. They look for evidence of land use policies in changing the way Americans have lived for the past century and a half. They look into the future and write new policies to improve the way Americans will live in the future, based on current observations and past history. They must state knowledge of the specifics related to each of the broad education standards below. They submit their writings as book for school library.</td>
<td>Students explore the role of transportation in connecting people. Their projects include an exhibition comparing the path of a European immigrant of the 1800s with a typical immigrant of the 21st century. (It can be a mural, a play, a public presentation or another format involving map making, math, music, art and standards-based written placards or essays or oral presentations.) They incorporate their conflict resolution training and character education training into the presentation and education the public according to their own standards-based learning:</td>
</tr>
<tr>
<td>5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</td>
<td>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</td>
<td>5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.</td>
</tr>
<tr>
<td>5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.</td>
<td>5.5 Students explain the causes of the American Revolution.</td>
<td>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</td>
</tr>
<tr>
<td>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the</td>
<td>5.6 Students understand the course and consequences of the American Revolution.</td>
<td>5.9 Students know the location of the current 50 states and the names of their capitals.</td>
</tr>
</tbody>
</table>
Indian nations and the new settlers.
Scope and Sequence – Science – Grade 5

The term projects below show examples of how students integrate standards-based learning into the IB themes, to find applications for their learning that support and reinforce program goals and might suggest complementary projects across the curriculum, such as enclosures in letters to global partners or performances as thank yous for guest presenters.

<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
</table>

338
### Sample unit projects:

After demonstrating an understanding of grade-level standards, including Investigation and Experimentation, students receive a guest presenter who is a chemist to discuss the various humanitarian uses for chemistry (in medicine and pharmacology, in nutrition, in inventions, etc.) Students research the chemical properties of items on a menu they will serve or items they will create to serve an authentic need. (This could be something as simple as making sugar water for a hummingbird feeder or making salt crystals if the purpose of the gift is significant.) They prepare and give chemical gifts with an explanation.

What students will strive to know:

#### Physical Sciences

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

   a. **Students know** that during chemical reactions the atoms in the reactants rearrange to form products with different properties.

   b. **Students know** all matter is made of atoms, which may combine to form molecules.

   c. **Students know** metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.

   d. **Students know** that each element is made of one kind of

#### Sample unit projects:

Students conduct community awareness projects about preventive behaviors and health. They can study various aspects of functioning of the human body and how knowledge of the human body affects long-range planning of health practices in a community and/or weather preparations in a community.

Related broad education standards upon which specific standards are based:

#### Life Sciences

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

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

  a. **Students know** how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.

  b. **Students know** the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.

  c. **Students know** the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.

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

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

### Sample unit projects:

Students examine the IB themes as they relate to scientific inquiry. They review and follow the steps for investigation and experimentation as outlined in grade-level standards and pose a question with a global component that can be examined with global learning partners in relation to earth science.

Students will:

- a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.

- b. Develop a testable question.

- c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.

- d. Identify the dependent and controlled variables in an investigation.

- e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.

- f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.

- g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
atom and that the elements are organized in the periodic table by their chemical properties.

e. Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.

f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.

g. Students know properties of solid, liquid, and gaseous substances, such as sugar (C\textsubscript{6}H\textsubscript{12}O\textsubscript{6}), water (H\textsubscript{2}O), helium (He), oxygen (O\textsubscript{2}), nitrogen (N\textsubscript{2}), and carbon dioxide (CO\textsubscript{2}).

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

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

f. Students know plants use carbon dioxide (CO\textsubscript{2}) and energy from sunlight to build molecules of sugar and release oxygen.

g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO\textsubscript{2}) and water (respiration).

h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

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

**Earth Sciences**

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

a. Students know most of Earth’s water is present as salt water in the oceans, which cover most of Earth’s surface.

b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.

c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.

d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.

e. Students know the origin of the water used by their local communities.

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
Scope and Sequence – Grade 5 – Math
Students build a repertoire of competencies through visual learning activities and assignments, story problems and process learning activities that sometimes result community service projects.

Math activities will be aligned with the Open Court Language Arts series and reinforced by manipulatives.

The fifth grade curriculum in this series presents a spiraled learning plan, with review, activities and assessments looped into a plan to teach and reinforce the following skill sets:
- Multiplicative Reasoning
- Equivalence
- Computational Fluency
- Computation and Numbers
- Algebraic Thinking
- Geometry
- Measurement
- Data Analysis and Probability

Projects and activities will also reinforce the IB themes. As students learn standards-based skills, these thematically linked projects will provide opportunities to apply those skills and produce practical outcomes.

The charts below show which standards are emphasized through integrated core content areas and also the skills reinforced through standards-based practice and spiraled learning.
<table>
<thead>
<tr>
<th>First Trimester</th>
<th>Second Trimester</th>
<th>Third Trimester</th>
</tr>
</thead>
</table>

Sample unit-end project:

**Homo Faber:** Students conduct research to learn more about their global learning partner’s strengths and about threats to its well being. They compare this with their local community and identify ways that students in both countries could become change agents as economists. Letters to partners contain math story problems designed by the teacher or students based on relevant research, i.e. A town has only one primary source of jobs. ___ number of households are growing up with one working parent and, on average, two children, resulting in ___ people living below the poverty line. If every person is educated and 20% become leaders in creating new types of jobs, how many people will live in poverty in 20 years, etc. Standards-based skills become the basis for letters and discussion points.

Skills emphasized in projects and integrated language arts content:

**MMR1** Use estimation to verify the reasonableness of calculated results.

**MNS1.0** Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.

**MNS2.0** Students perform calculations and solve problems involving addition,

Sample unit-end project

**Health and Social Education:** Students compute data after conducting environmental analyses of the local community and compare it with that of global partners. They jointly design plan to address short- and long-term needs in both countries.

Lettres to partners contain math story problems designed by the teacher or students based on relevant research, i.e. A town has only one primary source of jobs. ___ number of households are growing up with one working parent and, on average, two children, resulting in ___ people living below the poverty line. If every person is educated and 20% become leaders in creating new types of jobs, how many people will live in poverty in 20 years, etc. Standards-based skills become the basis for letters and discussion points.

Skills emphasized in projects and integrated language arts content:

**MNS2.1** Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.

Sample unit-end project

**Community and Service:**

Students practice and demonstrate knowledge of the standards for statistics and data analysis. The projects require them to apply their knowledge to comparisons linking members of the United Nations countries in trade situations or in seeking solutions to a global health crisis or an issue linking global communities. They represent their responses in various ways, mathematically, over the unit, before, making a public presentation, based on the following standards.

Skills emphasized in projects and integrated language arts content:

**MMG2.3** Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

**MSDP1.2** Organize and display single-variable data in appropriate graphs and representations (e.g. histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.
subtraction, and simple multiplication and division of fractions and decimals.

<table>
<thead>
<tr>
<th>Standards introduced:</th>
<th>Standards introduced or reinforced:</th>
<th>Standards introduced or reinforced:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numbers Sense:</strong></td>
<td><strong>Numbers Sense:</strong></td>
<td><strong>Numbers Sense:</strong></td>
</tr>
<tr>
<td>1.1 Read and write whole numbers in the millions.</td>
<td>1.1 Read and write whole numbers in the millions.</td>
<td>1.1 Read and write whole numbers in the millions.</td>
</tr>
<tr>
<td>1.2 Order and compare whole numbers and decimals to two decimal places.</td>
<td>1.2 Order and compare whole numbers and decimals to two decimal places.</td>
<td>1.2 Order and compare whole numbers and decimals to two decimal places.</td>
</tr>
<tr>
<td>1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.</td>
<td>1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.</td>
<td>1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.</td>
</tr>
<tr>
<td>1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.</td>
<td>1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.</td>
<td>1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate.</td>
</tr>
<tr>
<td>1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).</td>
<td>1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).</td>
<td>1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions (see Standard 4.0).</td>
</tr>
<tr>
<td>1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or .50; 7/4 = 1 3/4 = 1.75).</td>
<td>1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or .50; 7/4 = 1 3/4 = 1.75).</td>
<td>1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 or .50; 7/4 = 1 3/4 = 1.75).</td>
</tr>
<tr>
<td>1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.</td>
<td>1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.</td>
<td>1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line.</td>
</tr>
<tr>
<td>1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in &quot;owing&quot;).</td>
<td>1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in &quot;owing&quot;).</td>
<td>1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in &quot;owing&quot;).</td>
</tr>
</tbody>
</table>
1.8 Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").

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

2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:
2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.

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

3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:
3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.

3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.

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

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

2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals:
2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places.

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

3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:
3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.

3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.

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

4.0 Students know how to factor small whole numbers:
<table>
<thead>
<tr>
<th>Involving multiplication of multidigit numbers by two-digit numbers.</th>
<th>3.4 Solve problems involving division of multidigit numbers by one-digit numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 <strong>Students know how to factor small whole numbers:</strong></td>
<td>4.1 Understand that many whole numbers break down in different ways (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3).</td>
</tr>
<tr>
<td>4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.</td>
<td></td>
</tr>
<tr>
<td><strong>Algebra</strong></td>
<td><strong>Geometry</strong></td>
</tr>
<tr>
<td><strong>Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:</strong></td>
<td><strong>1.0 Students understand perimeter and area:</strong></td>
</tr>
<tr>
<td>1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).</td>
<td>2.0 <strong>Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:</strong></td>
</tr>
<tr>
<td>1.2 Interpret and evaluate mathematical expressions that now use parentheses.</td>
<td>2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation y = 3 x and connect them by using a straight line).</td>
</tr>
<tr>
<td>1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.</td>
<td>2.2 Understand that the length of a horizontal line segment equals the difference of the x-coordinates.</td>
</tr>
<tr>
<td>1.4 Use and interpret formulas (e.g., area = length x width or A = lw) to answer questions about numbers.</td>
<td>2.3 Understand that the length of a vertical line segment equals the</td>
</tr>
<tr>
<td>3.4 Solve problems involving division of multidigit numbers by one-digit numbers.</td>
<td>4.1 Understand that many whole numbers break down in different ways (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3).</td>
</tr>
<tr>
<td>4.0 <strong>Students know how to factor small whole numbers:</strong></td>
<td>4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.</td>
</tr>
<tr>
<td><strong>Algebra</strong></td>
<td><strong>Geometry</strong></td>
</tr>
<tr>
<td><strong>Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences:</strong></td>
<td><strong>1.0 Students understand perimeter and area:</strong></td>
</tr>
<tr>
<td>1.1 Use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable).</td>
<td>2.0 <strong>Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:</strong></td>
</tr>
<tr>
<td>1.2 Interpret and evaluate mathematical expressions that now use parentheses.</td>
<td>2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation y = 3 x and connect them by using a straight line).</td>
</tr>
<tr>
<td>1.3 Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.</td>
<td>2.2 Understand that the length of a horizontal line segment equals the difference of the x-coordinates.</td>
</tr>
<tr>
<td>1.4 Use and interpret formulas (e.g., area = length x width or A = lw) to answer questions about numbers.</td>
<td>2.3 Understand that the length of a vertical line segment equals the</td>
</tr>
</tbody>
</table>
quantities and their relationships.

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

2.0 Students know how to manipulate equations:
1. Know and understand that equals added to equals are equal.
2. Know and understand that equals multiplied by equals are equal.

Geometry

1.0 Students understand perimeter and area:
1.1 Measure the area of rectangular shapes by using appropriate units, such as square centimeter (cm²), square meter (m²), square kilometer (km²), square inch (in²), square yard (yd²), or square mile (mi²).
1.2 Recognize that rectangles that have the same area can have different perimeters.
1.3 Understand that rectangles that have the same perimeter can have different areas.
1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.

2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:
1. Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation \( y = 3 \times x \) and connect them by using a straight line).
2. Understand that the length of a horizontal line segment equals the difference of the \( x \)-coordinates.
3. Understand that the length of a vertical line segment equals the difference of the \( y \)-coordinates.

3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:
1. Identify lines that are parallel and perpendicular.
2. Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3 /4).

Mathematical Reasoning

Statistics, Data Analysis, and Probability

1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:
1. Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts.
2. Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets.
3. Interpret one-and two-variable data graphs to answer questions about a situation.

2.0 Students make predictions for simple probability situations:
1. Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams).
2. Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3 /4).
**simple figures:**

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

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

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

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

1. **Identify lines that are parallel and perpendicular.**

2. **Identify the radius and diameter of a circle.**

3. **Identify congruent figures.**

4. **Identify figures that have bilateral and rotational symmetry.**

5. **Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that $90^\circ$, $180^\circ$, $270^\circ$, and $360^\circ$ are associated, respectively, with $1/4$, $1/2$, $3/4$, and full turns.**

6. **Make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.**

**Statistics, Data Analysis, and Probability**

1. **Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings:**

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

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

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

3. **Identify congruent figures.**

4. **Identify figures that have bilateral and rotational symmetry.**

5. **Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.**

6. **Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).**
representations of three-dimensional objects; and draw patterns (of faces) for a solid that, when cut and folded, will make a model of the solid.

3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes.

3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).

Statistics, Data Analysis, and Probability

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

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

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

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

2.0 Students make predictions for simple probability situations:

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

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

Mathematical Reasoning

1.0 Students make decisions about how to approach problems:

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

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

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

2.1 Use estimation to verify the reasonableness of calculated results.

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

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and
1.0 Students make decisions about how to approach problems:
1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

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

2.0 Students use strategies, skills, and concepts in finding solutions:
2.1 Use estimation to verify the reasonableness of calculated results.

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

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

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

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

3.0 Students move beyond a particular problem by generalizing to other situations:
3.1 Evaluate the reasonableness of the solution in the context of the original situation.

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

3.3 Develop generalizations of the results obtained and apply them in other circumstances.
validity of the results from the context of the problem.

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

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

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

3.3 Develop generalizations of the results obtained and apply them in other circumstances.
Appendix L: Application and Enrollment Forms

Student Application and Commitment Letter

Name:

Birthdate:

Grade upon entry:

Does the applicant have a sibling at the school?

Does the applicant have a parent/guardian working at the school?

Parent/guardian Names:

Daytime telephone:

Evening telephone:

Email:

Address:

City:

Zip:

Reasons for wanting your child to attend:

Every student is welcome at Gian Charter Academy Charter School. However, your preference for the charter school implies that you understand and agree with the school’s vision for your child’s education. I understand the vision and want to enroll my child for Gian Charter Academy Charter School.

_________________________     ______________________
Signature       Date
GIAN CHARTER ACADEMY
New Student Registration Form
2013-2014

Student Information

First Name:_______________________________  Middle: ____________ Last Name:____________________________________

Address:_______________________________________________________________________Apt#:_______

City:______________________________ State:__________     Zip: ___________________________

Phone:  ( ) -

Student’s Date of Birth: (mm/dd/yyyy)  / / 

Student’s gender: (Check one only)   □ F= Female □ M= Male

Student’s Primary Race/Ethnicity: (Check one only)

0998 = Alaskan Native or American Indian (Please specify):
□ Cherokee □ Chippewa □ Choctaw □ Navajo □ Pueblo
□ Sioux  □ Other: ____________________

0999 = Asian (Please specify)
□ Asian Indian □ Chinese □ Filipino □ Japanese □ Korean
□ Vietnamese  □ Other: ____________________

1000 = Black or African American (Please specify if known)
□ Other: ____________________

1001 = Hawaiian or other Pacific Islander (Please specify)
□ Guamanian □ Hawaiian □ Samoan  □ Other: ____________________

2304 = Hispanic or Latino (Please specify):
□ Argentinean □ Colombian □ Cuban □ Dominican □ Mexican Amer.
□ Nicaraguan □ Puerto Rican □ Salvadoran □ Spaniard
□ Other: ____________________

1002 = White (Please specify if known)
□ Other: ____________________

Student is applying for grade: (Check one only)

□ 0 = Kindergarten □ 1 = 1st Grade □ 2 = 2nd Grade □ 3 = 3rd Grade
□ 4 = 4th Grade □ 5 = 5th Grade

This is the ______ time the student has ever entered this grade level (check one only).
□ 1 = First Time □ 2 = Second Time □ 3 = Third Time

English Proficiency of the student: (Check one only)

□ 1633 = Native English Speaker □ 1634 = Fluent English Speaker
□ 1635 = Non-English speaking □ 1636 = Redesignated as fluent English proficient
□ 1637 = Status Unknown □ 2349 = Limited English proficient/English Language Learner

Primary language spoken at home (Check one only):
□ Arabic □ French □ Hindi □ Persian □ Spanish
Before attending this charter school, the student attended:
School Name: _____________________________________  School City:________________________
The school the student attended previously can be categorized as: (Check one only)
Public:
□ 1821 = Public, same district
□ 1822 = Public, different district in the same state
□ 1823 = Public, different state
Private:
□ 1824 = Private, non-religiously-affiliated, same district
□ 1825 = Private, non-religiously-affiliated, different district, same state
□ 1826 = Private, non-religiously-affiliated, different state
□ 1827 = Private, religiously-affiliated, same district
□ 1828 = Private, religiously-affiliated, different district, same state
□ 1829 = Private, religiously-affiliated, different state
Non-existent or Foreign:
□ 1830 = Located outside of the country
□ 1831 = Institution (example: correctional facility)
□ 1832 = Charter school
□ 1833 = Home schooling
□ 1834 = Matriculating (in other words, passed previous school’s highest grade level)
□ 9999 = Other
Has the student taken a standardized test and been determined “Gifted?”
□ 0002 = Yes  □ 0232 = No
Has the student been classified by Special Education Services with any of the following disabilities? (Check all that apply)
□ 2121 = Autistic/Autism  □ 2122 = Deaf-blindness
□ 2123 = Hearing impairment  □ 2124 = Mental retardation
□ 2125 = Multiple disabilities  □ 2126 = Orthopedic impairment
□ 2127 = Emotional Disturbance  □ 2128 = Specific learning disability
□ 2129 = Speech or language impairment  □ 2130 = Traumatic brain injury
□ 2131 = Visual impairment (e.g. blindness, etc...)  □ 2132 = Other health impairment
□ 2133 = Deafness  □ 2134 = Developmental delay
□ 2135 = Infants and Toddlers with disabilities  □ 9998 = None
Lunch Status: Under federal meal program guidelines, this student qualifies for the following lunch status:
(Check one only)
□ F = Free lunch  □ FDC = Free lunch in District of Columbia
□ P = Full pay  □ R = Reduced-price lunch
□ I don’t know. (School will gather this data.)
END of Student Information.
Parent/Guardian/Family Information

Parent/Guardian 1
First Name:_________________________ Middle:___ Last Name:_________________________
Address: ___________________________________________________________ Apt#:________
City:_____________________________ State:___ ___ Zip: ___________________________
Home Phone:____________________ WorkPhone:____________________________________
Relationship to student:_________________________________________________________

Parent/Guardian 2
First Name:_________________________ Middle:_______ Last Name:____________________
Address: ___________________________________________________________ Apt#:________
City:_____________________________ State:___ ___ Zip: ___________________________
Home Phone:____________________ WorkPhone:____________________________________
Relationship to student:_________________________________________________________

Does the student have any siblings?
Name Age Current School
_________________________________________ _____
_________________________________________ _____
_________________________________________ _____
_________________________________________ _____
_________________________________________ _____
_________________________________________ _____
Emergency Contact Information

First Name:______________________________________ Last Name:_________________________________________

Address:_________________________________________________Apt#:______________

City, State, Zip:____________________________________________________________________

Emergency Phone Number: _____________________________   This is (Check One Only) ○ Cell    ○ Work    ○ Home

   Relationship to student:_____________________________________________

END of Parent/Guardian Information