Renewal Petition
to the
Los Angeles Unified School District
Innovation and Charter School Division
333 South Beaudry Avenue, 25th Floor
Los Angeles, CA 90017

Date Submitted: October 7, 2011
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Job applicants for positions at Jardín de la Infancia will be considered through an open process, and if hired, will enter into an agreement with the school. The relationship with Jardín de la Infancia is at-will in that either Jardín or the employee may terminate the employment relationship at any time with or without cause.

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Jardín de la Infancia Briefing Page

**Name of Charter School:** Jardín de la Infancia  
**Name of Non-profit Corporation:** Jardín de la Infancia  
**Grade level served:** K-1

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**School Addresses:**  
307 East Seventh Street  
Los Angeles, CA  90014  
611 S. Lorena Street  
Los Angeles, CA 90023

**Does the location meet Board policy?**  
Yes. Jardín de la Infancia serves extremely impoverished communities. All of the children are eligible for the Federal Free/Reduced Meals Program; all are Latino and almost all started school as English-language learners. All live in households surviving on incomes below the poverty line. Most live in low-literacy homes.

Demographics of 307 East Seventh Street neighborhood¹  
- Number of persons living below the poverty level: 4,652  
- Percent of persons below the poverty level: 66%  
- Median family income: $6,125

Demographics of 611 South Lorena Street¹  
- Number of persons living below the poverty level: 14,829  
- Percent of persons below the poverty level: 31.4%  
- Median family income: $26,884

**Members of the Board:**  

**Description of Philosophy**  
Jardín de la Infancia is a start-up charter school designed to serve low-income communities. Jardín de la Infancia is organized around the belief that poor children can achieve at the same academic level as their more affluent peers when provided the same educational opportunities. The charter offers an extended-day, extended-year, academically-demanding, grade-level curriculum to some of the district’s most educationally-at-risk kindergarten and first grade students.

¹ U.S. Bureau of the Census, 2000 Census
Source/Core of Money
Per-pupil government payments
Developer(s)/Leader(s):
   Zuzy Chavez
   Alice Callaghan
   307 East Seventh Street
   Los Angeles, CA 90014
   Phone: 213-614-1745 Fax: 213-614-2046

Has Jardín de la Infancia applied for any other Jurisdiction for Approval? No

Are there any Sister Charters? No
Self Reflection and Best Practices

Jardín de la Infancia (also referred to herein as, “Jardín” and “Charter School”) is organized around the belief that poor children can achieve at the same academic level as their more affluent peers when provided the same educational opportunities. All children at Jardín are eligible for the Federal Free/Reduced Meals Program, all are Latino, all started school as English-language learners and all come from families living on incomes below the poverty line. Most live in low-literacy homes.

Over the past three years of school performance reviews conducted by the Los Angeles Unified School District, Jardín received the highest marks possible, “Accomplished,” in Governance and Organizational Management, and Fiscal Operations and the designation of “Accomplished” in Student Achievement and Educational Performance, and Fulfillment of Charter two of those three years.

Jardín is a kindergarten/first grade school. There is no STAR testing for kindergarten or first grade. As a consequence, Jardín does not earn API or AYP scores. Therefore, in accordance with California Department of Education policy, Jardín simply is assigned the Los Angeles Unified School District’s or some others schools’ API and AYP averages. As stated in the California Department of Education’s “2010 Adequate Yearly Progress Report Information Guide”: “For schools with no results on tests used in AYP calculations or no graduation rate, calculations are based on the school district averages.”

Although Jardín is unable to perform STAR Testing, it has developed a rigorous assessment schedule using publisher-provided as well as school-developed assessments. These assessments enable Jardín to determine, throughout the year, whether students are mastering statewide standards, and know when to provide intervention for students falling behind and to re-teach material the class is struggling to master.

This past year, internal standards based school assessments showed 90% of Jardín’s kindergarten students mastered 70-100% of the language arts standards and 94% of Jardín’s first graders mastered 70-100% of the language arts standard. In math, 92% of Jardín’s kindergarteners mastered 70-100% of the material and 100% of the first graders mastered the material. Most students graduating from Jardín’s first grade go on to high-achieving Brentwood Science Magnet. Last year, Jardín collected the report cards of second graders at Brentwood Science Magnet who had graduated from Jardín’s first grade the year before. The report cards showed that 14 of the 18 second-grade students were reading and writing at grade level or above. They received a “3” (proficient) in reading, writing and math as well as on almost all subjects.

The whole first grade class was re-designated Fluent English Proficient.

Using curriculum-based and school-created assessments to identify areas of student weaknesses, Jardín de la Infancia developed an ongoing process of teaching, evaluating and then improving daily instruction in response to those assessments. Teachers met every week to evaluate progress in the curriculum and of individual students using the weekly and monthly assessment data. The sessions were an opportunity for staff to evaluate existing program and then work together to improve the program. After thoughtful analysis of student data, Jardín de la Infancia utilized proven educational curricula to meet the needs of students.

For example, extremely helpful in making good use of the assessment data were the professional development sessions with the director of the Kelter Center, Sasha Borenstein and Jardín’s teachers. Rather than teachers attending general topic workshops, sessions are custom-designed based on the real...
needs and experiences of Jardin teachers and their students. The director of the Kelter Center teaches Jardin teachers the specific stages children must master to be successful readers. The Kelter Center trains the teachers to understand the many factors influencing academic achievement and growth in general for the students.

An example of this occurred when assessments from the Open Court program revealed students were struggling to master rhyming. Rhyming is a critical skill students need to master if they are to become fluent readers. Open Court provides an introduction to rhyming but does not provide the lessons and activities needed to strengthen the skill. At the professional development sessions at the Kelter Center, the teachers and the Kelter Center’s Director Sasha Borenstein developed a series of lessons and activities to improve rhyming. At the end of the school year the majority of students excelled at rhyming with better than 85% mastery of the skill.

Another example of using assessments and professional development to improve the curriculum in response to assessment data was Jardin’s recent incorporation of Thinking Maps into the curriculum to provide students with writing strategies. The Thinking Maps have resulted in reflective conversations and collaborative efforts among all teachers. Thinking Maps are being used to support higher level thinking skills and to reverse low achievement and engage the English Language Learners in a variety of learning styles including kinesthetic, auditory and oral. The Thinking Maps also provide teachers a quick assessment of student prior knowledge and understanding of new concepts or learned information when Thinking Maps are created whole group. Thinking Maps are being used across all subjects including to support classroom behavior. Teachers have incorporated Thinking Maps into the monthly parent meeting and non-English speaking parents have been taught how to use maps at home to assist with homework.

In the 2009-10 school year, Jardin added an hour to its school day specifically to address academic language deficiencies. With little exposure to a rich English vocabulary and English grammatical structure in the home during the early years, most of the students began school without developed complex language skills. As a result, they were at risk of failing academically as they continue their education even if they attend good quality schools. Research shows that, by the age of three, English-language learners and Socio-Economically Disadvantaged students possess less than one third of the vocabulary acquired by children living with educated parents who use literacy regularly.

In the 2009-10 school year, Jardin added to its curriculum a two-year program Language for Learning and Language for Thinking to the curriculum. In the kindergarten year, Language for Learning is designed to teach basic language concepts and skills, focusing on the language of classroom instruction. Students are accumulating the important background information, thinking skills, and vocabulary they need to succeed in school. In first grade, there is Language for Thinking. Students are expanding their vocabulary and increasingly complex sentence structures. After completing the Language for Thinking program, students are able to discern precise meaning, both literal and inferential, from text materials they encounter in and out of school.

Handwriting without Tears was added to the curriculum in 2007-2008 school year when assessments indicated that students with poor handwriting skills had difficulty in other academic areas. Handwriting without Tears research showed that children experiencing difficulty mastering hand-writing skills avoid writing, leading to a delay in writing development. This delay often leads to poor academic achievement and low self-esteem. Professional development workshops for Handwriting without Tears curriculum prepared staff to implement the program well. Students are taught correct posture, correct grip and starting position for writing utilizing hands-on engaging activities. Kindergarten students begin handwriting with no-pencil, no-paper activities, developing writing skills by moving, touching and
manipulating objects. This focus on handwriting helps students move beyond the difficulties of learning to write and helps them become legible, fluent hand writers. Direct instruction of handwriting skills has raised student achievement, based on internal assessments since the program was implemented.

When assessment results indicate a child is in need of intervention, a teacher uses a range of interventions. Since 2005, Jardin has used well-trained educational therapists from the Kelter Center, a nonpublic agency. Kelter Center therapists provide one-on-one, targeted intervention for students requiring academic assistance. Some children have difficulty mastering certain critical stages while learning to read. Providing one-to-one intervention to struggling students ensures that each can and will become fluent readers. The Kelter Center comes to the school three mornings a week to work with students.

To increase the percentage of students meeting mastery level, Jardin not only made changes to its curriculum, it also increased the school day and school calendar. Jardin has an extended-year with a total of 198 full days and an extended-day schedule of 8 a.m. to 3 p.m. with a daily total of 345 instructional minutes and an annual total of 68,310 instructional minutes. The extended day was needed to accommodate the addition of the Language for Learning to the curriculum and the extended year was needed to ensure adequate time for children to master the statewide standards.

Jardín’s mission continues to be to offer a kindergarten/first grade charter school that is organized on the belief that poor children can achieve at the same academic level as their more affluent peers when provided the same educational opportunities. Students are taught in an effective and challenging way so they acquire the skills necessary to participate fully in all opportunities in society and they will learn in a community that promotes a healthy pluralistic society. Jardín is organized around high expectations and the resources necessary for low-income children to meet them. It has continued its high academic standards, explicit teaching of skills, frequent reading and writing practice, and strong cross-curricular connections, while maintaining good classroom management. At no time has Jardin lowered the bar for its students, rather it has used assessments to ensure students have all the resources they need to succeed at a high academic level. It extended its day and its year to provide the time necessary for the children to succeed. It is supportive and demanding of students so that they experience merited feelings of satisfaction from their real achievements without being discouraged by the difficulties associated with learning.

Students continue to learn in a safe, undistracted environment that is small enough to enable students and teachers to know one another well.

Jardin uses a hands-on approach to science. Since the 2007-08 school year, The Animal Guys, Inc comes to the school to provide a 5-week, onsite, educational program. The Animal Guys, a team of biologist and wildlife educators, bring rescued and captive-born wildlife animals from around the world. This up-close and interactive instruction helps students develop a deep interest in natural science. By providing this hands-on experience, the children are taught to value their natural heritage, the environment, their communities and all living things. Adding to this hands-on approach, Jardin contracts with Mad Scientist. This group reinforces the science curriculum by engaging students in fun, interactive science projects that instill a clear understanding of what science is really about and how it affects their world. Children visit the Cabrillo Marine Aquarium and the California Science Center to enhance its hands-on science program.

Jardín de la Infancia uses software to enrich the ImagineIt! and Saxon Math curriculum. Having two computers in each classroom makes it possible to use software provided by Saxon Math and ImagineIt! to support the math program and enable high achievers to advance according to their ability, ahead of
the rest of the class. Last year, a special education student in the first grade class used computer technology to support his need for visual cues and slower paced auditory stimulation, and to elicit more complex sentence structures. To help him, and to assist all students in the school, Jardin de la Infancia purchased Earobics Step 1 and 2. This program develops phonological awareness, auditory processing, phonics, auditory memory and language comprehension. Jardin also uses Language Links for repetitive exposure to various syntactic structures in English.

There is a monthly, early morning parent meeting. Parents meet with the teacher in the classroom. The teacher uses the opportunity to explain what is being taught in the classroom and engage parents on how they can be supportive at home. It is an opportunity for parents to ask questions about the curriculum or their child’s progress. The school serves bagels and coffee to encourage parents to mingle with each other and build community. There are also, individual parent-teacher conferences two times a year. Since most parents work during the day, these conferences are scheduled for early morning or evening.

Many of the students live in homes so burdened by poverty that fear of eviction, lack of food and health care, danger from gangs and the break up of the family unit make it difficult for them to attend to school work. Jardin forged a partnership with Didi Hirsch Community Mental Health Center. Jardin arranged for several of the children and their parents to receive weekly counseling at the Didi Hirsch Community Mental Health Center and a therapist from Didi Hirsch comes to Jardin once or twice a week to provide therapy to some of the children. Didi Hirsch also provides a family therapist to conduct parenting workshops.

Another best practice is in the area of special education services. Jardin provides quality special education services. Embracing the full mandate of Chanda Smith to identify and serve children with special needs, Jardin has arranged for The HELP Group UCLA Pediatric Neuropsychological Assessment Clinic to do a routine screening for learning disabilities of all kindergarten students each Spring.

A disposition toward justice and concern for the community are qualities of character Jardin de la Infancia wants to impart in the children. Having the children plan events for others needier than they encourages turning the children into conduits of good deeds instead of recipients of charity. Jardin de la Infancia “adopted” a nursing home in an impoverished area near downtown. On Valentine’s Day, the children in the charter school took valentines and flowers they made, and sang songs to the residents of the nursing home. At the annual Holiday party, the children received gifts not for themselves, but to give to the elderly in that nursing home. The children delivered the gifts and presented a program of songs.

Jardin changed the traditional recess after lunch to recess before lunch. Having students go to recess before lunch increased student consumption of food and milk, and resulted in fewer upset stomachs. Jardin used behavior in the play yard as an opportunity to help children acquire good habits, empathy and an understanding and of what is acceptable social behavior. Jardin is experienced by children and parents as a safe place and as a place they truly belong.

The rich and varied backgrounds of Jardin’s board of directors shape all board meeting discussions affecting educational, fiscal and administrative policies. Jardin’s board includes successful and highly respected members of the business, financial, legal and educational communities. The active input of this skilled board is why Jardin received “Accomplished,” in Governance and Organizational Management, and Fiscal Operations.”
Jardín has been an academic enrichment to the District and to the impoverished communities it serves. It ensures that some of this city’s most educationally-at-risk children are taught in a challenging and effective way that leads to academic success. Success in kindergarten and first grade creates the confidence and momentum necessary for mastery of knowledge in each succeeding grade.

Students at Jardín receive significantly more academic instruction than they would at their local neighborhood school with a total of 198 full days, a daily total of 345 instructional minutes and an annual total of 68,310.

Large schools are not structured to provide the attention, personal interest, intensity of involvement and persistence that enable young children to succeed in school. Jardín is able to provide the kind of hands-on, personal, intimate attention that keeps young children from being discouraged by the difficulties of learning.

Alignment between schools and families is an important element of effective education. Each day, parents bring their children directly to the classroom at Jardín and once a month parents gather in the classroom to talk with the teacher and with each other. This creates a sense of continuity between the families and Jardín, and sends a powerful message to the children that they will learn because the adults in their life share a commitment to learning. They experience school as a place where they truly belong and as an environment where adults and children cooperate to sustain a common enterprise. In this way, Jardín is an important character-forming place.

Jardín increased educational opportunities for educationally-at-risk children by providing an academically-challenging school and by ensuring the children continue their education in some of Los Angeles’ best and most integrated schools. It is in the abiding interest of society to have educated citizens capable of participating in all social and economic opportunities society has to offer.
Affirmations and Assurances

Jardin de la Infancia shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.

- Not charge tuition.

- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

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

- Not require any child to attend the charter school or any employee to work at the charter school.

- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
Element 1: Description of Educational Program

The address of the Charter School is: 307 East Seventh Street, Los Angeles, California 90014.
611 S. Lorena Street, Los Angeles, California 90023.

The phone number of the Charter School is (213) 614-1745.
The contact person for the Charter School is Zuzy Chavez.
The term of this charter shall be from July 1, 2012 to June 30, 2017.
The grade level(s) of the students the first year will be kindergarten to first grade.
The scheduled opening date of the Charter School is August 13, 2012.
The admission requirements will include: LAUSD age requirements.
The instructional calendar will be August to June.
The bell schedule for the Charter School will be: 8:00 a.m. - 3:00 p.m.
If space is available, traveling students will have the option to attend.
The operational capacity will be 60.
The grade configuration is kindergarten and first grade.
The number of students in the first year will be 60.

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I. Overview

Jardín de la Infancia offers a full-day, academically challenging curriculum within a consistent structure of expectations and attitudes that leads to success in school. All children have a right to be taught in a challenging and effective way that enables them to succeed. Success in kindergarten creates the confidence and momentum necessary for mastery of knowledge in each successive grade. Jardín de la Infancia has high academic standards; good classroom management, positive reinforcement and cooperation, explicit teaching of skills, frequent reading and writing practice, and strong cross-curricular connections.

However, a good education must go beyond teaching marketable skills to include qualities of character and the focus, discipline and courage needed to make a success of school and life. Alignment between schools and families is an important element of effective education. A sense of continuity between the families and Jardín de la Infancia sends a powerful message to the children that they will learn because the adults in their life share a commitment to learning. They experience school as a place where they truly belong.
Jardín de la Infancia is an environment where adults and children cooperate to sustain a common enterprise. In this way, the school is an important character-forming place. Because Jardín de la Infancia is a small school, and because parents send their children by choice, the school is able to model a healthy civil society.

II. Mission

Jardín de la Infancia is organized around the belief that poor children can achieve at the same academic level as their more affluent peers when provided the same educational opportunities. Students are taught in an effective and challenging way so they acquire the skills necessary to participate fully in all opportunities in society and they will learn in a community that promotes a healthy pluralistic society.

Jardín de la Infancia is organized around high expectations and the resources necessary for low-income children to meet them. Students learn in a safe, undistracted environment that is small enough to enable students and teachers to know one another well. It is supportive and demanding of students so that they experience merited feelings of satisfaction from their real achievements without being discouraged by the difficulties associated with learning.

III. Student Population

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<th>CHARTER SCHOOLS</th>
<th># of students</th>
<th>Multi-Track School?</th>
<th>Program Improves?</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
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Jardín de la Infancia
VI. Educated Students for the 21st Century

The educated student for the 21st century must develop a well-rounded base of knowledge in order to continue the lifelong process of learning. An educated person is a self-motivated, competent, lifelong learner who possesses the academic, intellectual, emotional, and character skills necessary for success in high school, college, and the world beyond. An educated person has the ability to think both critically and creatively. Basic knowledge about the world and deep knowledge about subjects of interest and importance are essential.

V. How Students Learn

The education a child receives at an early age will determine how he/she perceives school and the value it can bring to his/her life. It is essential to provide a solid foundation for student achievement by offering a kindergarten/first grade curriculum focused on the acquisition of fundamental skills. Economically disadvantaged and English-language learners begin school without English-language skills and knowledge already possessed by their more affluent peers. According to The National Research Council’s “Improving Schooling for Language-Minority Children” and Charles Glen’s “Educating Immigrant Children: A look at 12 Nations” learning best occurs when several elements are effectively integrated into a school program. Educational goals that are clear and concise - a school design that incorporates best practices that have already proven successful in a similar environment. - a school-wide commitment to high student achievement. - teachers who are motivated and fully engaged in the educational process. - parents and extended family involved in the educational process. - additional learning opportunities that are offered through an extended day and extended year (to increase time for learning) - community partners that are actively involved in the school environment and decision-making. - all needs of the individual student are being met (i.e. physical, emotional, and mental). - teacher recognition and high expectations for professional growth. - an intimate educational setting (small school size/small class size) that will allow for more focused and individualized attention.

Jardín de la Infancia enables students to become self-motivated, competent, and lifelong learners by creating a school environment wherein every student learns the specific knowledge and skills needed to advance to the next grade level, essentially creating the foundation upon which knowledge can build upon knowledge.

Academic Calendar and Sample Daily Schedule

Jardín de la Infancia is site-based and operates on a single-track schedule. There are no pupil-free days and no early dismissals. Jardín de la Infancia will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5. Annually, Jardín de la Infancia will submit the school calendar to LAUSD. The school calendar is as follows:
A Day at Jardin de la Infancia

As the children put away their homework folders, get a drink of water and scurry to the restroom, the bell rings, the school day has started and everyone lines up for the pledge of allegiance. In unison the children recite the pledge of allegiance and their weekly thematic song. Upon entering the classroom the children sit whole group on the rug ready to read the teacher’s “Morning Message”. The morning message gives the students a glimpse of their day. The students begin the day with the systematic, explicit instruction of the language arts program ImagineIt! Transitioning from the green section, phonemic awareness, phonics and word knowledge to the red section addressing reading comprehension skills and strategies and lastly the blue section, focusing on writing and language arts skills and strategies. During language arts students have the opportunity to work whole group, individually and
paired with peers. The children transition from activity to activity in age appropriate time slots, offering students opportunities to move, dance and sing between learning activities.

Physical activity and proper nutrition is an important part of our day, our young learners are given opportunities to exert their physical energy to better able them to focus on our highly academic curriculum. The day is broken up into 2-21/2 hours chunks to allow this physical activity.

As students return from recess they gather whole group once again to focus on their “Math Meeting Board”. The “Math Meeting Board” is the start of math everyday. Like the language arts program, ImagineIt!, our math curriculum Saxon Math is grounded in systemic, explicit instruction that builds upon prior learning. The “Math Meeting Board” is a daily review of prior learned information as new information presented in increments. The lesson of the day is presented to students whole group and then students are given the opportunity to work independently or in a small group with the teacher.

As student near their next physical activity break, the students have a short daily lesson on handwriting. By implementing the Handwriting without Tears students begin handwriting with no-pencil, no-paper activities, developing writing skills by moving, touching and manipulating objects. Direct instruction of handwriting skills offers students daily practice of proper pencil grip, posture and letter formation.

This next break of nutrition and physical activity is presented with play prior to eating. Students are allotted 20 minutes to play and exert their physical energy, then children are called in to eat lunch. By providing play prior to eating the school has found that we have fewer students complaining of an upset stomach and an actual increase of lunch/milk consumption.

After cleaning up from lunch, students sit at their tables for a brief five-minute resting period. After all have settled down from lunch the English Language Development instruction begins. Teachers combine the ImagineIt! English Language Development Program and the Language for Learning curriculum. Students acquire the important background information, thinking skills, and vocabulary in English they will need to succeed in school. Like the other curriculum utilized throughout the day, Language for Learning is a systemic, explicit instruction that builds upon prior learning, providing students with daily 80% review and 20% new concepts. English Language Development is presented whole group on the rug with opportunities for individual responses as well as independent workbook activities lead by teacher instruction.

As we near the end of the school day we realize our young learners need opportunities to learn from one another in a structured environment offering interpersonal development. Students learn to relate to their peers and other learners as they work together in small groups. Although our social studies, science, art and health are weaved into our language arts program, our workshop time provides students with activities to expand their knowledge in these content areas. This time can also be especially helpful for students who have difficulty with social skills. They can benefit from structured interactions with others while assuming ownership of their material and critical thinking about related issues when they work as a team.

As a systematic closing to our school day, teachers review the daily homework sent home with children, review the daily behavior chart and spend time acknowledging the successes of the day.

Our structured, systematic approach to learning offers our student a secure and safe learning environment where they know what is going to happen in their school day. As the school year progresses we find that this also empowers our students to take ownership of their learning and classroom.
VI. Instructional Philosophy

Interests and the ability to construct conceptual understandings from meaningful experiences motivate students. Through the use of the systematic and direct curriculum, Jardín de la Infancia teachers facilitate these experiences for their students, using current research to guide their practice. Jardín de la Infancia builds upon students’ prior knowledge, making use of concrete materials and direct experiences. Jardín de la Infancia helps students discover how to make sense of the world, solve problems, use reference materials, and ascertain relationships.

VII. Goals and Objectives

The program goals of Jardín de la Infancia are as follows:

1. Promote Student Achievement Through High Academic Standards
   - students at Jardín de la Infancia are immersed in an academically stimulating full-day kindergarten and first grade.
   - Jardín de la Infancia provides a solid foundation for student achievement by offering a curriculum focused on the acquisition of fundamental skills.
   - Jardín de la Infancia performs continuous assessments to ensure students are progressing towards their educational goals and state content standards.

2. Foster an Interest in Learning Via Positive Reinforcement and Cooperation
   - Jardín de la Infancia ensures that students are provided a safe and comfortable educational setting where they are able to concentrate on their daily tasks.
   - students become aware of the expectations of the teachers through a familiar and structured learning environment
   - Jardín de la Infancia uses the nurturing environment to foster a positive attitude towards education at an early age.

3. Encourage Parent Involvement
   - parents are educated in their children’s education and are an active part in overseeing the success of their child.
   - parents are given ample opportunities throughout the year to provide feedback on the educational program via parent-teacher meetings, board meetings, and various school sponsored events.

VIII. Instructional Materials

Instructional materials at Jardín de la Infancia are chosen by teachers and the Executive Director based on the assessed needs of the students. Instructional materials will be relevant, thought provoking, and interactive. Student texts and instructional materials are identified based on the following criteria:

- Alignment with state standards
- Research-base and evaluation data showing success with similar student populations
- Accessibility for students
- Alignment with school’s mission
- Capacity to meet the needs of English Language Learners
- Ease of use for teachers
**IX. Educational Program**

**Instructional Methodology**

Jardín de la Infancia provides a strong academic experience for all students by making use of what others have already found successful.

1. **Explicit, Direct Instruction:** Students learn through balanced, systematic, direct instruction in sound and word recognition, guided practice, and application of skills with extensive reading of decodable texts and authentic literature. Direct instruction in phonics and other processing skills is more important for English monolingual poor children and/or second language learners than it is for middle-class English monolingual children (Diane August and Kenji Hakuta, editors, Improving Schooling for Language-Minority Children: A Research Agenda, Washington DC: National Academy Press, 1997.)

2. **Structured English Immersion:** Jardín de la Infancia expects most if not all students at the school to require English language development. Even if English is the primary language of a child or if the child is not an English language learner, he/she will still benefit from Structured English Immersion as part of the educational process. Structured English Immersion benefits all students regardless of their first language to achieve competence in the English language and to meet grade promotion standards. The kindergarteners attending Jardin come to school speaking one of the more than 170 languages spoken in the Los Angeles Unified School District.

Jardín de la Infancia classes use Structured English Immersion, supported by Specially Designed Academic Instruction in English (SDAIE), and systematic, direct instruction. Structured English Immersion incorporates learning strategies proven successful with language acquisition. It builds upon students’ prior knowledge, makes use of concrete materials and direct experiences, and provides explicit strategies to help students use oral and written language for learning.

Structured English Immersion is designed to teach English by teaching content in English, and when necessary teachers provide primary language support. Subject matter instruction is organized to promote language acquisition while teaching academically demanding, grade-level-appropriate material. Special teaching techniques are used to help second language students understand English instruction even though they are still limited in English language proficiency.

Structured English Immersion has two purposes: (1) subject matter learning and (2) English language development related to academic work.

The process of teaching academic subject matter in the language being learned, English, is an important part of the English language acquisition process. Not only is English be the language taught at Jardín de la Infancia, it is the language through which academic content is taught.

Students in Jardín de la Infancia’s Structured English Immersion classrooms do not have to be of the same language background. Instruction is geared to students’ language proficiency at each stage so that it is comprehensible. Students learn English and subject matter content.
simultaneously. When possible, a student’s primary language, if other than English, is used for clarification in those instances where a child cannot complete a task without it.

3. **Specially Designed Academic Instruction in English (SDAIE):** SDAIE is the instructional approach used to support the Structured English Immersion program. SDAIE promotes grade-level content learning, comprehension and English acquisition no matter what the child’s language proficiency is. It enables teachers to prepare students with appropriate language development, organize curriculum presentation using methods designed for students learning a new language and provide explicit instruction in learning strategies. The critical elements of SDAIE are not separate but overlap and influence each other.

**Content:** Content instruction provides grade-level, cognitively demanding core curriculum learning while promoting language and literacy learning. Special language modifications and techniques help students understand and process academic material. Techniques used include explaining the purpose of a lesson before teaching it, building background for lesson content, careful use of instructional language including definitions and repetitions of key words in context, and sufficient use of nonverbal cues.

**Comprehension:** English is geared to students’ language proficiency at each stage so material is comprehensible. Teachers make instruction understandable by speaking clearly, repeating key points, defining essential vocabulary in context and using nonverbal communication cues such as pictures, graphs, objects and gestures. Some lessons involve specific vocabulary and grammatical structures such as the past or future tense. These language objectives are part of the lesson. Thus, students learn English and subject matter simultaneously.

**Interaction:** Combining comprehensible content with opportunities for social interaction encourages English language learners to process information verbally and nonverbally having to formulate thoughts in English promotes deeper understanding and retention of material. Real proficiency in English develops when the students are forced to use it.

4. **Differentiated Instruction:** Based on weekly and monthly assessment data, Jardín de la Infancia intervenes to facilitate the academic development of students, by providing differentiated instruction. Teachers meet every week to evaluate the progress of students. Students who are academically low and those who are high achieving receive the education needed by scaffolding instruction and assignments based on the steps of Bloom’s Taxonomy.

Students who are academically high or low are given opportunities to expand, challenge and realize their individual potential by receiving alternatives to learning. Such alternatives include a computer programs that develop higher levels of thinking. In addition to the use of technology, high achieving students are encouraged to work on more complex critical thinking levels such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing.

When appropriate, teachers also provide individual assistance or create differentiated achievement groups to facilitate the development of students. Examples of this are differentiating questions while students work whole group, differentiating classwork/homework to adjust the scaffolding and expected outcomes. When internal assessment results may indicate a child is in need of specialized education; teachers refer child for intervention and then recommend testing for learning disabilities.
**Curriculum**

The subjects covered in the K-1 curriculum include Language Arts, Mathematics, History/Social Sciences, Science, Fine Arts, ELD and P.E.. Jardín de la Infancia is fully aware of the standards set forth by the California State Board of Education and uses them to form the core of the curricular program. Teachers are responsible for delivering academic content designed to meet the California State Content Standards.

The California State Board of Education (SBE) has adopted content standards for reading/language arts, mathematics, history/social studies, visual/performing arts, science, ELD and P.E. that describe what each student should know and be able to do at the end of each year in each subject area.

**English Language Arts**

Jardín de la Infancia is committed to a comprehensive and balanced language arts program that will enable students to meet the state standards. Students at Jardín de la Infancia go on to become competent readers and writers, able to enjoy literature, communicate effectively, and think critically.

By mastering the strategies of ImagineIt! in the early grades, the students are prepared for and confident with the subsequent curriculum levels. The language arts instruction is integrated with other content areas as much as possible.

ImagineIt!, formerly the Open Court program, a 40-year research-based curriculum), is aligned with all state standards and is grounded in systematic, explicit instruction for teaching the strategies and skills of reading including:

- Phonemic awareness, phonics and word knowledge
- Comprehension skills and strategies
- Inquiry skills strategies
- Writing and language arts skills and strategies

Through systemic, explicit instruction, ImagineIt! arranges all strategies and skills from the simplest to the most complex. By building one skill upon another, students can grasp complex concepts more easily. ImagineIt! provides a balance of systemic, direct instruction in sound and word recognition, guided practice and application of skills with extensive reading of decodable text and authentic literature.

Jardín uses the two-year program Language for Learning and Language for Thinking. In the kindergarten year, Language for Learning is designed to teach basic language concepts and skills, focusing on the language of classroom instruction. Students also accumulate the important background information, thinking skills, and vocabulary they need to succeed in school. In first grade, there is Language for Thinking. Students use an expanded vocabulary and increasingly complex sentence structures. After completing the Language for Thinking program, students are prepared to discern precise meaning, both literal and inferential, from text materials they encounter in and out of school.

Handwriting without Tears was added to the curriculum when assessments showed that students with poor handwriting skills had difficulty in other academic areas. Handwriting without Tears research showed that children experiencing difficulty mastering handwriting skills avoid writing, leading to a delay in writing development.
This delay often leads to poor academic achievement and low self-esteem. Professional development workshops prepared staff to implement the program well. Students are taught correct posture, correct grip and starting position for writing utilizing hands-on engaging activities.

Kindergarten students begin handwriting with no-pencil, no-paper activities, developing writing skills by moving, touching and manipulating objects. This focus on handwriting helps students move beyond the difficulties of learning to write and helps them become legible, fluent hand writers. In first grade, the Handwriting without Tears lessons emphasize the correct use of lowercase letters in words and sentences. The learn and check lessons offer first grade students the ability to learn and apply self-checks on letters, words, and sentences. The teacher’s guide for first grade also provides teachers with ideas and strategies for remediation (i.e., pencil grip, lefties, printing difficulties). Direct instruction of handwriting skills has raised student achievement.

Jardin de la Infancia also uses software to enrich the ImagineIt! curriculum.

**Mathematics**

Jardín de la Infancia offers a mathematics curriculum that prepares students to meet California State Content Standards by using the standards based mathematics materials from Saxon Math. Students are given basic mathematical instruction in areas including number sense, measurements, reasoning, logical thinking and problem solving.

Jardín de la Infancia uses the California state adopted Saxon Math for its mathematics program. Saxon Math is a success-oriented program that enables all children to develop a foundation in the language and basic concepts of all areas of mathematics. It is grounded in systemic, explicit instruction that, like ImagineIt!, builds upon prior learning. New information is presented in increments. New shapes are introduced throughout the year and not all at once. Concepts such as those of measuring and comparing objects by weight or length or height (Measurement/ Geometry 1.1) are presented throughout the year rather than taught in one chapter and then moving on. Likewise, identifying, comparing and sorting objects by common attributes (Measurement/ Geometry 2.1, 2.2; Algebra/Functions 1.1) are returned to repeatedly throughout the year. Mathematical strands also are integrated throughout the year rather than taught in isolated units. Understanding the relationship between numbers and quantities (Number Sense 1.1, 1.2, 1.3) as well as answering addition and subtraction problems (Number Sense 2.1) and estimating (Number Sense 3.1) begin in the first lesson by sorting Teddy Bear Counters.

For example, each day (both kindergarten and first grade) the math lesson begins with what is called the Math Meeting during which time children practice skills related to the calendar, counting, patterning, number recognition, time money and estimation. This covers California math content standards Measurement/ Geometry 1.2, 1.3, 1.4. The lesson occurs later in the day when new objectives are introduced. Questioning and problem solving strategies are incorporated to help children understand mathematical reasoning (Mathematical Reasoning 1.1, 1.2, 2.1, 2.2) and students engage in activities to collect information in order to answer a question or to make predictions (Statistics/ Data Analysis/Probability). Handwriting exercises of printing numbers are included in Saxon Math. Saxon Math includes opportunities for dramatic play and music/ movement.

Jardín de la Infancia uses software to enrich the Saxon Math curriculum and to provide differentiated instruction. Importantly, having two computers in each classroom makes it possible to use software provided by Saxon Math to support the math program and enable high achievers to advance according to their ability, ahead of the rest of the class.
Science
Jardín de la Infancia science curriculum prepares students to meet California State Content Standards by using standards based science materials (i.e. McGraw-Hill) that address each of the science standards: physical, life, and earth science, and investigation and experimentation skills. The curriculum introduces students to scientific concepts that will be developed further in later grades.

In addition to using state authorized science materials, science content strands within ImagineIt! are taught in tandem with teaching writing, reading, oral language and listening. These cross-curricular strands in ImagineIt! ensure students receive multiple opportunities to learn their science content.

Jardin also offers a hands-on approach to science. The Animal Guys, Inc comes to the school to provide a 5-week, onsite, education program. The Animal Guys, a team of biologist and wildlife educators, bring rescued and captive-born wildlife animals from around the world. This up-close and interactive instruction helps students develop a deep interest in natural science. By providing this hands-on experience, the children are taught to value their natural heritage, the environment, their communities and all living things.

Adding to this hands on approach, Jardin contracts with the Mad Science. This group reinforces the science curriculum by engaging students in fun, interactive science projects that instill a clear understanding of what science is really about and how it affects their world.

In addition to The Animal Guys, Inc and the Mad Science group, Jardin plans field trips to the Cabrillo Marine Aquarium and the California Science Center to enhance its hands-on science program.

All science programs are delivered to students to address grade-level specific standards. The information and follow up assignments for The Animal Guys, Mad Scientist and field trips are also grade-level specific. An example of this is when The Animal Guys present the animals to the students, the kindergarteners are focusing on observing and describing similarities and differences of animals in the rain forest. First graders are also focusing on these elements, but now they are making connections as why animals in the rain forest thrive in their environment, what they need to survive and what environmental characteristics affect the animals.

History/Social Science
Jardín de la Infancia offers a social science curriculum that prepares students to meet California State Content Standards by using the standards based social science materials in McGraw-Hill’s Adventures in Time and Place. In kindergarten, students learn what it means to be a good citizen, recognize national and state icons and symbols, and examine kinds of work that people engage in and how that helps the whole community. Firemen, police, nurses, librarians and others come to the school to share what they do in the community. The children learn to compare and contrast people places and environments, learn to place events in temporal order and understand how history relates to people, events and places of past times. In grade one, 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 and learn about the symbols, icons, and songs that reflect our common heritage. Social science strands within ImagineIt! are taught in tandem with teaching writing, reading, oral language and listening. These cross-curricular strands in ImagineIt! ensure students receive multiple opportunities to learn their social science content and deepen their understanding of the world around them.
Physical Education
Jardín de la Infancia physical education curriculum prepares students to meet California State Content Standards by using standards based physical education materials that address each of the physical education standards. Jardin complies with state law, requiring first grade students receive 200 minutes of physical education instruction every 10 school days, exclusive of recesses and lunch periods. The K-1 level of the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.

California Content Standards
Jardín de la Infancia uses the California Content Standards as the basis for its rigorous curriculum. Jardín de la Infancia is committed to transition to California Common Core Standards as per state established timelines and expectations.

Kindergarten Standards

English Language Arts

A. Reading
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

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

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<thead>
<tr>
<th>Phonemic Awareness</th>
<th>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).</td>
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<tr>
<td></td>
<td>1.9 Blend vowel-consonant sounds orally to make words or syllables.</td>
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<td></td>
<td>1.10 Identify and produce rhyming words in response to an oral prompt.</td>
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<td></td>
<td>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</td>
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<tr>
<td></td>
<td>1.12 Track auditorily each word in a sentence and each syllable in a word.</td>
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<td></td>
<td>1.13 Count the number of sounds in syllables and syllables in words.</td>
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<tr>
<th>Decoding and Word Recognition</th>
<th>1.14 Match all consonant and short-vowel sounds to appropriate letters.</th>
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<tr>
<td></td>
<td>1.15 Read simple one-syllable and high-frequency words (i.e., sight words).</td>
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<tr>
<td></td>
<td>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</td>
</tr>
</tbody>
</table>
| **Vocabulary and Concept Development** | 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).  
1.18 Describe common objects and events in both general and specific language. |
| --- | --- |

| **2.0 Reading Comprehension** | 2.1 Locate the title, table of contents, name of author, and name of illustrator.  
2.2 Use pictures and context to make predictions about story content.  
2.3 Connect to life experiences the information and events in texts.  
2.4 Retell familiar stories.  
2.5 Ask and answer questions about essential elements of a text. |
| --- | --- |

| **3.0 Literary Response and Analysis** | 3.1 Distinguish fantasy from realistic text.  
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).  
3.3 Identify characters, settings, and important events. |
| --- | --- |

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<tr>
<th><strong>B. Writing</strong></th>
<th><strong>1.0 Writing Strategies</strong></th>
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</thead>
</table>

| **Organization and Focus** | 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.  
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).  
1.3 Write by moving from left to right and from top to bottom. |
| --- | --- |

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<thead>
<tr>
<th><strong>Penmanship</strong></th>
<th>1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.</th>
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<tr>
<th><strong>C. Written and Oral English Language Conventions</strong></th>
<th><strong>1.0 Written and Oral English Language Conventions</strong></th>
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<tr>
<th><strong>Sentence Structure</strong></th>
<th>1.1 Recognize and use complete, coherent sentences when speaking.</th>
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<tr>
<th><strong>Spelling</strong></th>
<th>1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</th>
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<tr>
<th><strong>D. Listening and Speaking</strong></th>
<th><strong>1.0. Listening and Speaking Strategies</strong></th>
</tr>
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</table>

| **Comprehension** | 1.1 Understand and follow one-and two-step oral directions.  
1.2 Share information and ideas, speaking audibly in complete, coherent sentences. |
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<tr>
<th><strong>2.0. Speaking Applications (Genres and Their Characteristics)</strong></th>
<th><strong>Comprehension</strong></th>
</tr>
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</table>

| 2.1 Describe people, places, things (e.g., size, color, and shape), locations, and actions.  
2.2 Recite short poems, rhymes, and songs.  
2.3 Relate an experience or creative story in a logical sequence. | 2.1 Describe people, places, things (e.g., size, color, and shape), locations, and actions.  
2.2 Recite short poems, rhymes, and songs.  
2.3 Relate an experience or creative story in a logical sequence. |
# Mathematics

## A. Number Sense

1.0 Students understand the relationship between numbers and quantities

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.

2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

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.

## B. 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).

## C. Measurement and Geometry

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

1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).

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

1.3 Name the days of the week.

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

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

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

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

## D. Mathematical Reasoning

1.0 Students make decisions about how to set up a problem.

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

2.0 Students solve problems in reasonable ways and justify their reasoning.

2.1 Explain the reasoning used with concrete objects and/or pictorial representations.
### Science Content Standards

#### A. Physical Sciences

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

   a. *Students know* objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).

   b. *Students know* water can be a liquid or a solid and can be made to change back and forth from one form to the other.

   c. *Students know* water left in an open container evaporates (goes into the air) but water in a closed container does not.

#### B. Life Sciences

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

   a. *Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, and insects).

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

   c. *Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

#### A. Earth Sciences

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

   a. *Students know* characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.

   b. *Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

   c. *Students know* how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

#### B. Investigation and Experimentation

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

   a. Observe common objects by using the five senses.

   b. Describe the properties of common objects.

   c. Describe the relative position of objects by using one reference (e.g., above or below).

   d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).

   e. Communicate observations orally and through drawings.
## History-Social Science

### A. Learning and Working Now and Long Ago

| K.1 Students understand that being a good citizen involves acting in certain ways. | 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.  
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.  
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. |
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<tr>
<td>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</td>
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<tr>
<td>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</td>
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</table>
| K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. | 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.  
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.  
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities).  
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.  
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. |
| K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order. |  |
| K.6 Students understand that history relates to events, people, and places of other times. | 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).  
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.  
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting |
### Physical Education

<table>
<thead>
<tr>
<th>K.1 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</th>
<th>Movement Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Travel within a large group, without bumping into others or falling, while using locomotor skills.</td>
<td></td>
</tr>
<tr>
<td><strong>1.2</strong> Travel forward and sideways while changing direction quickly in response to a signal.</td>
<td></td>
</tr>
<tr>
<td><strong>1.3</strong> Demonstrate contrasts between slow and fast speeds while using locomotor skills.</td>
<td></td>
</tr>
<tr>
<td><strong>1.4</strong> Create shapes at high, medium, and low levels by using hands, arms, torso, feet and legs in a variety of combinations.</td>
<td></td>
</tr>
</tbody>
</table>

**Body Management**

| 1.5 | Create shapes by using nonlocomotor movements. |
| 1.6 | Balance on one, two, three, four, and five body parts. |
| 1.7 | Balance while walking forward and sideways on a narrow, elevated surface. |
| 1.8 | Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object. |

**Locomotor Movement**

| 1.9 | Perform a continuous log roll. |
| 1.10 | Travel in straight, curved, and zigzag pathways. |
| 1.11 | Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns. |

**Manipulative Skills**

| 1.12 | Strike a stationary ball or balloon with the hands, arms, and feet. |
| 1.13 | Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice. |
| 1.14 | Kick a stationary object, using a simple kicking pattern. |
| 1.15 | Bounce a ball continuously, using two hands. |

**Rhythmic Skills**

| 1.16 | Perform locomotor and nonlocomotor movements to a steady beat. |
| 1.17 | Clap in time to a simple, rhythmic beat. |
**K.2 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**

**Movement Concepts**

| 2.1 | Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways. |
| 2.2 | Identify and independently use personal space, general space, and boundaries and discuss why they are important. |

**Body Management**

| 2.3 | Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes. |
| 2.4 | Explain base of support. |

**Locomotor Movement**

| 2.5 | Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop. |

**Manipulative Skills**

| 2.6 | Explain the role of the eyes when striking objects with the hands, arms, and feet. |
| 2.7 | Identify the point of contact for kicking a ball in a straight line. |
| 2.8 | Describe the position of the fingers in the follow-through phase of bouncing a ball continuously. |

**K.3 Students assess and maintain a level of physical fitness to improve health and performance.**

**Fitness Concepts**

| 3.1 | Participate in physical activities that are enjoyable and challenging. |

**Aerobic Capacity**

| 3.2 | Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate. |

**Muscular Strength/Endurance**

| 3.3 | Hang from overhead bars for increasing periods of time. |
| 3.4 | Climb a ladder, jungle gym, or apparatus. |

**Flexibility**

| 3.5 | Stretch shoulders, legs, arms, and back without bouncing. |

**Body Composition**

| 3.6 | Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. |

**Assessment**

| 3.7 | Identify indicators of increased capacity to participate in vigorous physical activity. |
| K.4 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. | **Fitness Concepts**
4.1 Identify physical activities that are enjoyable and challenging.
4.2 Describe the role of water as an essential nutrient for the body.
4.3 Explain that nutritious food provides energy for physical activity.

**Aerobic Capacity**
4.4 Identify the location of the heart and explain that it is a muscle.
4.5 Explain that physical activity increases the heart rate.
4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

**Muscular Strength/Endurance**
4.7 Explain that strong muscles help the body to climb, hang, push, and pull.
4.8 Describe the role of muscles in moving the bones.

**Flexibility**
4.9 Identify the body part involved when stretching.

**Body Composition**
4.10 Explain that the body is composed of bones, organs, fat, and other tissues. |

| K.5 Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. | **Self-Responsibility**
5.1 Identify the feelings that result from participation in physical activity.
5.2 Participate willingly in physical activities.

**Social Interaction**
5.3 Demonstrate the characteristics of sharing in a physical activity.
5.4 Describe how positive social interaction can make physical activity with others more fun.

**Group Dynamics**
5.5 Participate as a leader and a follower during physical activities. |

| **Visual and Performing Arts** | **Development of Motor Skills and Technical Expertise**
1.1 Build the range and capacity to move in a variety of ways.
1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance). |

| Dance | **ARTISTIC PERCEPTION**
1.0 **Processing, Analyzing, and Responding to Sensory Information**
**Through the Language and Skills** | **Comprehension and Analysis of Dance Elements** |
<table>
<thead>
<tr>
<th><strong>Unique to Dance</strong></th>
<th>1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Dance</td>
<td>Development of Dance Vocabulary</td>
</tr>
<tr>
<td>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Dance</td>
<td>1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).</td>
</tr>
<tr>
<td><strong>Creation/Invention of Dance Movements</strong></td>
<td>Creation/Invention of Dance Movements</td>
</tr>
<tr>
<td>2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).</td>
<td><strong>Development of Dance</strong></td>
</tr>
<tr>
<td>2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.</td>
<td>3.1 Name and perform folk/traditional dances from the United States and other countries.</td>
</tr>
<tr>
<td>2.3 Respond spontaneously to different types of music, rhythms, and sounds.</td>
<td>Description, Analysis, and Criticism of Dance</td>
</tr>
<tr>
<td><strong>Development of Dance Vocabulary</strong></td>
<td>4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).</td>
</tr>
<tr>
<td><strong>Connections and Applications Across Disciplines</strong></td>
<td>Connections and Applications Across Disciplines</td>
</tr>
<tr>
<td>5.1 Give examples of the relationship between everyday movement in school and dance movement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MUSIC</strong></th>
<th><strong>Read and Notate Music</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</td>
<td>1.1 Use icons or invented symbols to represent beat.</td>
</tr>
<tr>
<td><strong>Listen to, Analyze, and Describe Music</strong></td>
<td>1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).</td>
</tr>
<tr>
<td>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Music</td>
<td>Apply Vocal and Instrumental Skills</td>
</tr>
<tr>
<td>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music</td>
<td>2.1 Use the singing voice to echo short melodic patterns. 2.2 Sing age-appropriate songs from memory. 2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</td>
</tr>
<tr>
<td><strong>Compose, Arrange, and Improvise</strong></td>
<td><strong>Role of Music</strong></td>
</tr>
<tr>
<td>4.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music</td>
<td>3.1 Identify the various uses of music in daily experiences.</td>
</tr>
<tr>
<td><strong>Diversity of Music</strong></td>
<td>3.2 Sing and play simple singing games from various cultures. 3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures. 3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).</td>
</tr>
<tr>
<td>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</td>
<td><strong>Role of Music</strong></td>
</tr>
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</tr>
</tbody>
</table>
### THEATRE

#### 1.0 ARTISTIC PERCEPTION

**Processing, Analyzing, and Responding to Sensory Information**

**Unique to Theatre**

#### 2.0 CREATIVE EXPRESSION

**Creating, Performing, and Participating in Theatre**

#### 3.0 HISTORICAL AND CULTURAL CONTEXT

**Understanding the Historical Contributions and Cultural Dimensions of Theatre**

#### 4.0 AESTHETIC VALUING

**Responding to, Analyzing, and Critiquing Theatrical Experiences**

#### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

**Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

---

**Derive Meaning**

- **4.1** Create movements that correspond to specific music.
- **4.2** Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).

**Connections and Applications**

- **5.1** Use music, together with dance, theatre, and the visual arts, for storytelling.

**Careers and Career-Related Skills**

- **5.2** Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.

---

**Development of the Vocabulary of Theatre**

- **1.1** Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.

**Comprehension and Analysis of the Elements of Theatre**

- **1.2** Identify differences between real people and imaginary characters.

**Development of Theatrical Skills**

- **2.1** Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).

**Creation/Invention in Theatre**

- **2.2** Perform group pantomimes and improvisations to retell familiar stories.
- **2.3** Use costumes and props in role playing.

**Role and Cultural Significance of Theatre**

- **3.1** Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.
- **3.2** Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.

**Critical Assessment of Theatre**

- **4.1** Respond appropriately to a theatrical experience as an audience member.

**Derivation of Meaning from Works of Theatre**

- **4.2** Compare a real story with a fantasy story.

**Connections and Applications**

- **5.1** Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under.

**Careers and Career-Related Skills**

- **5.2** Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.
First Grade Standards

English Language Arts

E. Reading
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

<table>
<thead>
<tr>
<th>Concepts About Print</th>
<th>1.1 Match oral words to printed words.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.2 Identify the title and author of a reading selection.</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify letters, words, and sentences.</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>1.4 Distinguish initial, medial, and final sounds in single-syllable words.</td>
</tr>
<tr>
<td></td>
<td>1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).</td>
</tr>
<tr>
<td></td>
<td>1.6 Create and state a series of rhyming words, including consonant blends.</td>
</tr>
<tr>
<td></td>
<td>1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).</td>
</tr>
<tr>
<td></td>
<td>1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).</td>
</tr>
<tr>
<td></td>
<td>1.9 Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /tr/ i/ ch/ = rich).</td>
</tr>
<tr>
<td>Decoding and Word Recognition</td>
<td>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</td>
</tr>
<tr>
<td></td>
<td>1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).</td>
</tr>
<tr>
<td></td>
<td>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</td>
</tr>
<tr>
<td></td>
<td>1.13 Read compound words and contractions.</td>
</tr>
<tr>
<td></td>
<td>1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).</td>
</tr>
<tr>
<td></td>
<td>1.15 Read common word families (e.g., -ite, -ate).</td>
</tr>
<tr>
<td></td>
<td>1.16 Read aloud with fluency in a manner that sounds like natural speech.</td>
</tr>
<tr>
<td>Vocabulary and Concept Development</td>
<td>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</td>
</tr>
</tbody>
</table>

2.0 Reading Comprehension
| Structural Features of Informational Materials | 2.1 Identify text that uses sequence or other logical order. |
| Comprehension and Analysis of Grade-Level-Appropriate Text | 2.2 Respond to *who, what, when, where,* and *how* questions. |
| | 2.3 Follow one-step written instructions. |
| | 2.4 Use context to resolve ambiguities about word and sentence meanings. |
| | 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). |
| | 2.6 Relate prior knowledge to textual information. |
| | 2.7 Retell the central ideas of simple expository or narrative passages. |

3.0 Literary Response and Analysis
| Narrative Analysis of Grade-Level-Appropriate Text | 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending. |
| | 3.2 Describe the roles of authors and illustrators and their contributions to print materials. |
| | 3.3 Recollect, talk, and write about books read during the school year. |

F. Writing
1.0 Writing Strategies
| Organization and Focus | 1.1 Select a focus when writing. |
| | 1.2 Use descriptive words when writing. |
| Penmanship | 1.3 Print legibly and space letters, words, and sentences appropriately. |

G. Written and Oral English Language Conventions
1.0 Written and Oral English Language Conventions
| Sentence Structure | 1.1 Write and speak in complete, coherent sentences. |
| Grammar | 1.2 Identify and correctly use singular and plural nouns. |
| | 1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/ mine, his/ her, hers, your/s*) in writing and speaking. |
| Punctuation | 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. |
| | 1.5 Use a period, exclamation point, or question mark at the end of sentences. |
| | 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. |
| Capitalization | 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I*. |
| Spelling | 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly. |

H. Listening and Speaking
1.0. Listening and Speaking Strategies
| Comprehension | 1.1 Listen attentively. |
| | 1.2 Ask questions for clarification and understanding. |
| | 1.3 Give, restate, and follow simple two-step directions. |
1.4 Stay on the topic when speaking.
1.5 Use descriptive words when speaking about people, places, things, and events.

2.0. Speaking Applications (Genres and Their Characteristics)
2.1 Recite poems, rhymes, songs, and stories.
2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
2.3 Relate an important life event or personal experience in a simple sequence.
2.4 Provide descriptions with careful attention to sensory detail.

Mathematics

E. Number Sense
1.1 Count, read, and write whole numbers to 100.
1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).
1.3 Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 -2, 11 -3).
1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4).
1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.

2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.
2.2 Use the inverse relationship between addition and subtraction to solve problems.
2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.
2.4 Count by 2s, 5s, and 10s to 100.
2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).
2.6 Solve addition and subtraction problems with one- and two-digit numbers (e.g., 5 + 58 = ___).
2.7 Find the sum of three one-digit numbers.

3.1 Make reasonable estimates when comparing larger or smaller numbers.

F. Algebra and Functions
1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.
1.2 Understand the meaning of the symbols +, -, =.
1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

G. Measurement and Geometry
1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.
1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

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

H. Mathematical Reasoning

| 1.1 Determine the approach, materials, and strategies to be used. |
| 1.2 Use tools, such as manipulatives or sketches, to model problems. |

| 2.1 Explain the reasoning used and justify the procedures selected. |
| 2.2 Make precise calculations and check the validity of the results from the context of the problem. |

Science Content Standards

C. Physical Sciences

| 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: |
| a. Students know solids, liquids, and gases have different properties. |
| b. Students know the properties of substances can change when the substances are mixed, cooled, or heated. |

D. Life Sciences

| 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: |
| a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. |
| b. Students know both plants and animals need water, animals need food, and plants need light. |
| c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. |
| d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). |
| e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. |

C. Earth Sciences
3. Weather can be observed, measured, and described. As a basis for understanding this concept:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td><strong>Students know</strong> 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>
<tr>
<td>b.</td>
<td><strong>Students know</strong> 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.</td>
</tr>
<tr>
<td>c.</td>
<td><strong>Students know</strong> the sun warms the land, air, and water.</td>
</tr>
</tbody>
</table>

D. Investigation and Experimentation

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>4.</td>
<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. Students will:</td>
</tr>
<tr>
<td>a.</td>
<td>Draw pictures that portray some features of the thing being described.</td>
</tr>
<tr>
<td>b.</td>
<td>Record observations and data with pictures, numbers, or written statements.</td>
</tr>
<tr>
<td>c.</td>
<td>Record observations on a bar graph.</td>
</tr>
<tr>
<td>d.</td>
<td>Describe the relative position of objects by using two references (e.g., above and next to, below and left of).</td>
</tr>
<tr>
<td>e.</td>
<td>Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</td>
</tr>
</tbody>
</table>

**History-Social Science**

A. Learning and Working Now and Long Ago

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Students describe the rights and individual responsibilities of citizenship.</td>
</tr>
<tr>
<td></td>
<td>1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.</td>
</tr>
<tr>
<td></td>
<td>2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the &quot;Golden Rule.&quot;</td>
</tr>
<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>
<tr>
<td></td>
<td>1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</td>
</tr>
<tr>
<td></td>
<td>2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.</td>
</tr>
</tbody>
</table>
|   | 3. Construct a simple map, using cardinal
| 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time. | 1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").
2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. |
| 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same. | 1. Examine the structure of schools and communities in the past.
2. Study transportation methods of earlier days.
3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore. |
| 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places. | 1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore. |
| 1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy. | 1. Understand the concept of exchange and the use of money to purchase goods and services.
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. |

**Physical Education**

| 1.1 Students demonstrate the Movement Concepts | Movement Concepts |
motor skills and movement patterns needed to perform a variety of physical activities.

| 1.1 | Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space. |
| 1.2 | Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills. |
| 1.3 | Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping. |
| 1.4 | Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills). |
| 1.5 | Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving. |

**Body Management**

| 1.6 | Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support. |

**Locomotor Movement**

| 1.7 | Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form. |
| 1.8 | Land on both feet after taking off on one foot and on both feet. |
| 1.9 | Jump a swinging rope held by others. |

**Manipulative Skills**

| 1.10 | Demonstrate the underhand movement (throw) pattern. |
| 1.11 | Demonstrate the overhand movement (throw) pattern. |
| 1.12 | Demonstrate the two-handed overhead (throw) pattern. |
| 1.13 | Catch, showing proper form, a gently thrown ball. |
| 1.14 | Catch a self-tossed ball. |
| 1.15 | Catch a self-bounced ball. |
| 1.16 | Kick a rolled ball from a stationary position. |
| 1.17 | Kick a stationary ball, using a smooth,
| 1.18 | Strike a balloon upward continuously, using arms, hands, and feet. |
| 1.19 | Strike a balloon upward continuously, using a large, short-handled paddle. |
| 1.20 | Dribble a ball in a forward direction, using the inside of the foot. |
| 1.21 | Dribble a ball continuously with one hand. |

**Rhythmic Skills**

| 1.22 | Create or imitate movement in response to rhythms and music. |

| 1.2 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. |

**Movement Concepts**

| 2.1 | Identify the right and left sides of the body and movement from right to left and left to right. |
| 2.2 | Identify people/objects that are within personal space and within boundaries. |

**Body Management**

| 2.3 | Identify the base of support of balanced objects. |

**Locomotor Movement**

| 2.4 | Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements. |

**Manipulative Skills**

| 2.5 | Identify examples of underhand and overhand movement patterns. |
| 2.6 | Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel. |
| 2.7 | Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel. |
| 2.8 | Explain that the point of release influences the direction of a tossed object and of a thrown object. |
| 2.9 | Describe the proper hand and finger position for catching a ball. |
| 2.10 | Demonstrate and explain how to reduce the impact force while catching an object. |
| 2.11 | Identify the placement of the nonkicking foot when kicking with a smooth, running approach. |
| 2.12 Identify the location of the contact point to strike an object upward. |
| 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot. |
| **1.3 Students assess and maintain a level of physical fitness to improve health and performance.** |
| **Fitness Concepts** |
| 3.1 Participate in physical activities that are enjoyable and challenging. |
| **Aerobic Capacity** |
| 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate. |
| **Muscular Strength/Endurance** |
| 3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position. |
| 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor. |
| 3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar. |
| **Flexibility** |
| 3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints. |
| **Body Composition** |
| 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. |
| **Assessment** |
| 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels. |
| **1.4 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.** |
| **Fitness Concepts** |
| 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping. |
| 4.2 Explain the importance of drinking water during and after physical activity. |
| 4.3 Explain that nutritious food provides energy for alertness and mental concentration. |
| **Aerobic Capacity** |
| 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist. |
4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle. 4.6 Identify physical activities that cause the heart to beat faster. 4.7 Describe the role of blood in transporting oxygen from the lungs.

Muscular Strength/Endurance
4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.

5.1 Participate willingly in new physical activities.

5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.

5.4 Invite others to use equipment or apparatus before repeating a turn.

5.5 Identify and demonstrate an effective partner in physical activity.

Self-Responsibility

5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

5.7 Participate willingly in new physical activities.

5.8 Explain that strengthening muscles will help prevent injury.

5.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.

Flexibility

5.10 Explain that the proper body position while stretching and strengthening will help prevent injury.

5.11 Diagram how flexible muscles allow more range of motion in physical activity.

5.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).

5.13 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).
<p>| 2.0 CREATIVE EXPRESSION | 1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low). |
| Creating, Performing, and Participating in Dance | Development of Dance Vocabulary |
| 3.0 HISTORICAL AND CULTURAL CONTEXT | 1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll). |
| Understanding the Historical Contributions and Cultural Dimensions of Dance | Creation/Invention of Dance Movements |
| 4.0 AESTHETIC VALUING | 2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement). |
| Responding to, Analyzing, and Making Judgments About Works of Dance | 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props). |
| 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS | Application of Choreographic Principles and Processes to Creating Dance |
| Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers | 2.3 Create a short movement sequence with a beginning, a middle, and an end. 2.4 Create shapes and movements at low, middle, and high levels. 2.5 Communication of Meaning in Dance |
| 3.1 Name and perform folk/traditional dances from other countries. 3.2 Describe aspects of the style, costumes, and music of a dance. 3.3 List commonalities among basic locomotor movements in dances from various countries. | 2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement. 2.7 Perform improvised movement ideas for peers. |
| History and Function of Dance | Development of Partner and Group Skills |
| 3.4 Identify where and when people dance. | 2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes—high, medium, and low; create slow and fast movements). |
| Description, Analysis, and Criticism of Dance | Development of Dance |
| 4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow). | 3.1 Name and perform folk/traditional dances from other countries. 3.2 Describe aspects of the style, costumes, and music of a dance. 3.3 List commonalities among basic locomotor movements in dances from various countries. |
| Meaning and Impact of Dance | 3.4 Identify where and when people dance. |
| 4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa). 4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies). | Description, Analysis, and Criticism of Dance |
| 5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement). 5.2 Give examples of how dance relates to other subjects (e.g., mathematics—shape, count- |</p>
<table>
<thead>
<tr>
<th>MUSIC</th>
<th>Read and Notate Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 ARTISTIC PERCEPTION</td>
<td>Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).</td>
</tr>
<tr>
<td>Processing, Analyzing, and Responding to Sensory Information</td>
<td>Listen to, Analyze, and Describe Music</td>
</tr>
<tr>
<td>Through the Language and Skills Unique to Music</td>
<td>1.2 Identify simple musical forms (e.g., phrase, AB, echo). 1.3 Identify common instruments visually and aurally in a variety of music.</td>
</tr>
<tr>
<td>2.0 CREATIVE EXPRESSION</td>
<td>Apply Vocal and Instrumental Skills</td>
</tr>
<tr>
<td>Creating, Performing, and Participating in Music</td>
<td>2.1 Sing with accuracy in a developmentally appropriate range. 2.2 Sing age-appropriate songs from memory. 2.3 Play simple accompaniments on classroom instruments.</td>
</tr>
<tr>
<td>3.0 HISTORICAL AND CULTURAL CONTEXT</td>
<td>Compose, Arrange, and Improvise</td>
</tr>
<tr>
<td>Understanding the Historical Contributions and Cultural Dimensions of Music</td>
<td>2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.</td>
</tr>
<tr>
<td>4.0 HISTORICAL AND CULTURAL CONTEXT</td>
<td>Role of Music</td>
</tr>
<tr>
<td>Understanding the Historical Contributions and Cultural Dimensions of Music</td>
<td>3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.</td>
</tr>
<tr>
<td>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</td>
<td>Diversity of Music</td>
</tr>
<tr>
<td>Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</td>
<td>3.2 Sing and play simple singing games from various cultures. 3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures. 3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).</td>
</tr>
</tbody>
</table>

**Derive Meaning**

4.1 Create movements to music that reflect focused listening. 4.2 Describe how ideas or moods are communicated through music.

**Connections and Applications**

5.1 Recognize and explain how people respond to their world through music.

**Careers and Career-Related Skills**

5.2 Describe how the performance of songs and dances improves after practice and re-hearsal.
## THEATRE

### 1.0 ARTISTIC PERCEPTION
Process, Analyzing, and Responding to Sensory Information
Through the Language and Skills Unique to Theatre

### 2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in Theatre

### 3.0 HISTORICAL AND CULTURAL CONTEXT
Understanding the Historical Contributions and Cultural Dimensions of Theatre

### 4.0 AESTHETIC VALUING
Responding to, Analyzing, and Critiquing Theatrical Experiences

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

### Development of the Vocabulary of Theatre

1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.  

### Comprehension and Analysis of the Elements of Theatre

1.2 Observe and describe the traits of a character.

### Development of Theatrical Skills

2.1 Demonstrate skills in pantomime, tableau, and improvisation.

### Creation/Invention in Theatre

2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

### Role and Cultural Significance of Theatre

3.1 Identify the cultural and geographic origins of stories.

### History of Theatre

3.2 Identify theatrical conventions, such as props, costumes, masks, and sets. 3.3 Describe the roles and responsibilities of audience and actor.

### Critical Assessment of Theatre

4.1 Describe what was liked about a theatrical work or a story.

### Derivation of Meaning from Works of Theatre

4.2 Identify and discuss emotional reactions to a theatrical experience.

### Connections and Applications

5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.

### Careers and Career-Related Skills

5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

## Listening and Speaking

### Strategies and Applications

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Beginning ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2</td>
<td></td>
</tr>
</tbody>
</table>

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Jardín de la Infancia

45
<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</th>
<th>Answer simple questions with one- to two-word responses.</th>
<th>Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension and Organization and Delivery of Oral Communications</td>
<td>Independently use common social greetings and simple repetitive phrases (e.g., “Thank you,” “You’re welcome”).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis and Evaluation of Oral and Media Communications and Comprehension</td>
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<td></td>
</tr>
<tr>
<td>English-language arts substrand</td>
<td>Early intermediate ELD level</td>
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</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Grades K–2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <em>he</em> or <em>she</em>).</td>
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<tr>
<td>Ask and answer questions by using phrases or simple sentences.</td>
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<tr>
<td><strong>Comprehension and Organization and Delivery of Oral Communication</strong></td>
<td></td>
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</tr>
<tr>
<td>Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.</td>
<td>Orally</td>
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</tbody>
</table>
communicate basic needs (e.g., “May I get a drink?”).

Recite familiar rhymes, songs, and simple stories.

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Intermediate ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>Grades K–2</td>
</tr>
<tr>
<td>Ask and answer instructional questions by using simple sentences.</td>
<td></td>
</tr>
<tr>
<td>Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension and Organization and Delivery of Oral Communication</strong></td>
<td>Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g.,</td>
</tr>
<tr>
<td>Organization and Delivery of Oral Communication</td>
<td>English-language arts strand</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
</tr>
<tr>
<td></td>
<td>Listen attentively to stories and information and orally identify key details and concepts.</td>
</tr>
<tr>
<td>Comprehension and Organization and Delivery of</td>
<td>Retell stories in greater detail by including the</td>
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<td></td>
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</tbody>
</table>
**Oral Communication**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>characters, setting, and plot.</td>
<td>Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.</td>
</tr>
<tr>
<td>Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</td>
<td>Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.</td>
</tr>
</tbody>
</table>
Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Advanced ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Grades K–2</td>
</tr>
</tbody>
</table>

Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.

Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately.

Negotiate and initiate social conversations by questioning, restating,
<table>
<thead>
<tr>
<th>Communication</th>
<th>soliciting information, and paraphrasing the communication of others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.</td>
</tr>
<tr>
<td></td>
<td>Narrate and para-phrase events in greater detail by using more extended vocabulary.</td>
</tr>
<tr>
<td>Comprehension and Organization and Delivery of Oral Communication (cont.)</td>
<td>Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.</td>
</tr>
</tbody>
</table>

**Reading**

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Word Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning ELD level</td>
<td>Grades K–2</td>
</tr>
<tr>
<td>Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development</td>
<td>Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Phonemic Awareness and Decoding and Word Recognition</td>
<td></td>
</tr>
</tbody>
</table>

### Word Analysis

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Early intermediate ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts About Print, Phonemic Awareness, and Vocabulary and Concept Development</td>
<td>Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</td>
</tr>
</tbody>
</table>

**English-Language Arts Content Standards**

**Kindergarten:**

**Phonemic Awareness**

1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).

1.10 Identify and produce rhyming words in
response to an oral prompt.

**Grade One: Phonemic Awareness**

1.4 Distinguish initial, medial, and final sounds in single-syllable words.

Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., *a* in *cat* and final consonants).

**English–Language Arts Content Standards**

**Kindergarten: Phonemic Awareness**

1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., \(/f, s, th/ˌ\), \(/j, d, j/\).

1.10 Identify and produce rhyming words in response to an oral prompt.

**Grade One: Phonemic Awareness**

1.4 Distinguish initial, medial, and final sounds in single-syllable words.

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Intermediate ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td>Grades K–2</td>
</tr>
<tr>
<td></td>
<td>Pronounce most English phonemes correctly while reading aloud.</td>
</tr>
</tbody>
</table>
### English–Language Arts

**Content Standards**

#### Kindergarten:

**Phonemic Awareness**

1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., \( /f, s, th/, /j, d, j/ \)).

#### Grade One: Phonemic Awareness

1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit*/ *bite*).

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

1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).

1.8 Blend two to four phonemes into recognizable words (e.g., \( /c/a/t/ = cat; /f/l/a/t/ = flat \)).

1.9 Segment single syllable words into their components (e.g., \( /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich \)).

### Decoding and Word Recognition

Recognize sound/symbol relation-ships and basic word-formation rules in phrases, simple sentences, or simple text.

**English–Language Arts Content Standards**
Grade Two: Decoding and Word Recognition
1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).

<table>
<thead>
<tr>
<th>Concepts About Print</th>
<th>Recognize and name all uppercase and lowercase letters of the alphabet.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>English–Language Arts Content Standards</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Kindergarten</strong></td>
</tr>
<tr>
<td></td>
<td>1.1 Identify the front cover, back cover, and title page of a book.</td>
</tr>
<tr>
<td></td>
<td>1.2 Follow words from left to right and from top to bottom on the printed page.</td>
</tr>
<tr>
<td></td>
<td>1.3 Understand that printed materials provide information.</td>
</tr>
<tr>
<td></td>
<td>1.4 Recognize that sentences in print are made up of separate words.</td>
</tr>
<tr>
<td></td>
<td>1.5 Distinguish letters from words.</td>
</tr>
<tr>
<td></td>
<td><strong>Grade One</strong></td>
</tr>
<tr>
<td></td>
<td>1.1 Match spoken words to printed words.</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify letters, words, and sentences.</td>
</tr>
</tbody>
</table>

Word Analysis

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Early advanced ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Phonemic Awareness and Decoding and Word Recognition</strong></td>
<td>Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules,</td>
</tr>
</tbody>
</table>
regular and irregular plurals, and basic phonics).

**English–Language Arts Content Standards**

**Kindergarten: Phonemic Awareness**

1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).

1.9 Blend vowel-consonant sounds orally to make words or syllables.

1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.

1.12 Track auditorily each word in a sentence and each syllable in a word.

1.13 Count the number of sounds in syllables and syllables in words.

**Grade Two**

1.1 Recognize and
use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/pe*; vowel-consonant/consonant-vowel = *sup/pe*).

1.3 Decode two-syllable nonsense words and regular multisyllable words.

1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., *fly/flies, wife/wives*).

1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.

*English–Language Arts Content Standards*  
*Kindergarten: Decoding and Word*
Recognition
1.14 Match all consonant and short-vowel sounds to appropriate letters.
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

Grade One: Decoding and Word Recognition
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words.
1.15 Read common word families (e.g., -ite, -ate). 1.16 Read aloud with fluency in a manner that sounds like natural speech.

### Word Analysis

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Advanced ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decoding and Word Recognition</td>
<td>Grades K-2</td>
</tr>
</tbody>
</table>

- Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).

### English-Language Arts Content Standards

#### Kindergarten

1.14 Match all consonant and short-vowel sounds to appropriate letters.

1.15 Read simple one-syllable and high-frequency words (i.e., sight words).

1.16 Understand that as letters of
words change, so do the sounds (i.e., the alphabetic principle).

**Grade One**

1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).

1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

1.13 Read compound words and contractions.

1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).

1.15 Read common word families (e.g., -ite,
1.6 Read aloud with fluency in a manner that sounds like natural speech.

**Grade Two**

1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/pe*; vowel-consonant/ consonant-vowel = *sup/per*).

1.3 Decode two-syllable nonsense words and regular multisyllable words.

1.4 Recognize common abbreviations (e.g., *Jan.*, *Sun.*, *Mr.*, *St.*).

1.5 Identify and correctly use regular plurals (e.g., *-s, -es, -ies*) and irregular plurals (e.g., *fly/flies, wife/wives*).
## Reading
### Fluency and Systematic Vocabulary Development

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Beginning ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary and Concept Development</td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Read aloud simple words (e.g., nouns and adjectives) in stories or games.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**English-Language Arts Content Standards**

**Kindergarten**

1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).

- Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).

- Demonstrate comprehension of simple vocabulary with an appropriate action.

- Retell simple stories by
also addressed in “Listening and Speaking.”

<table>
<thead>
<tr>
<th>English-language arts sub strand</th>
<th>Early intermediate ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
<td>Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</td>
</tr>
<tr>
<td>Read simple vocabulary, phrases, and sentences independently.</td>
<td></td>
</tr>
<tr>
<td>Read aloud an increasing number of English words.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate internalization</td>
<td></td>
</tr>
<tr>
<td>Vocabulary and Concept Development (cont.)</td>
<td>Fluency and Systematic Vocabulary Development</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>English-language arts substrand</td>
</tr>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>Vance (2014)</td>
<td></td>
</tr>
<tr>
<td>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*</td>
<td></td>
</tr>
<tr>
<td>Use decoding skills to read more complex words independently.</td>
<td></td>
</tr>
</tbody>
</table>

*English-Language Arts Content Standards Grade One*
<table>
<thead>
<tr>
<th>Vocabulary and Concept Development</th>
<th>1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</td>
</tr>
</tbody>
</table>

**English-Language Arts Content Standards Kindergarten**

1.18 Describe common objects and events in both general and specific language.

<p>|                                   | Apply knowledge of content-related vocabulary to discussions |</p>
<table>
<thead>
<tr>
<th><strong>Vocabulary and Concept Development and Decoding and Word Recognition</strong></th>
<th>Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., remove, jumping).</th>
</tr>
</thead>
</table>

**Fluency and Systematic Vocabulary Development**

<table>
<thead>
<tr>
<th><strong>English-language arts substrand</strong></th>
<th><strong>Early advanced ELD level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Vocabulary and Concept Development</strong></th>
<th>Recognize simple antonyms and synonyms (e.g., good, bad; blend, mix) in stories or games. Use simple prefixes and suffixes when they are attached to known vocabulary.</th>
</tr>
</thead>
</table>

**English-Language Arts Content Standards Grade Two**

1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.

<table>
<thead>
<tr>
<th>Fluency and Systematic Vocabulary Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English-language arts substrand</strong></td>
</tr>
<tr>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
</tr>
<tr>
<td>Explain common antonyms and synonyms.</td>
</tr>
</tbody>
</table>

*English–Language Arts Content Standards Grade Two*
1.7 Understand and explain common antonyms and synonyms.

Recognize words that have multiple meanings in texts.

*English–Language Arts Content Standards Grade Two*
1.10 Identify simple multiple-
<table>
<thead>
<tr>
<th>Decoding and Word Recognition Standards</th>
<th>English–Language Arts Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Texts</td>
<td>Grade Two</td>
</tr>
<tr>
<td>1.14 Match all consonant and short-vowel sounds</td>
<td>1.8 Use knowledge of individual words in unknown compound words to predict their meaning.</td>
</tr>
<tr>
<td>Read aloud with appropriate expression, intonation, and pacing</td>
<td>Read aloud narrative and expository texts.</td>
</tr>
</tbody>
</table>
| Apply knowledge of academic and social vocabulary to achieve independent reading. | }
appropriate letters.
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle).

**Grade One**
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).
1.12 Use knowledge of vowel digraphs and r-controlled
letter-sound associations to read words.
1.13 Read compound words and contractions.
1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
1.15 Read common word families (e.g., -ite, -ate).
1.16 Read aloud with fluency in a manner that sounds like natural speech.

**Grade Two**
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/pen; vowel-...
consonant/consonant-vowel = *sup/pe*.
1.3 Decode two-syllable nonsense words and regular multisyllable words.
1.4 Recognize common abbreviations (e.g., *Jan.*, *Sun.*, *Mr.*, *St.*).
1.5 Identify and correctly use regular plurals (e.g., *-s, -es, -ies*) and irregular plurals (e.g., *fly/flies, wife/wives*).

**Reading**

<table>
<thead>
<tr>
<th><strong>Reading Comprehension</strong></th>
<th><strong>Beginning ELD level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English-language arts substrand</strong></td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing)</td>
</tr>
</tbody>
</table>

Jardín de la Infancia
<table>
<thead>
<tr>
<th>Comprehension and Analysis of Grade-Level-Appropriate Text</th>
<th>Identify, using key words or pictures, the basic sequence of events in stories read aloud.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural Features of Informational Materials</td>
<td></td>
</tr>
<tr>
<td>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</td>
<td></td>
</tr>
</tbody>
</table>
## Reading Comprehension

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Early intermediate ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td><strong>Grades K-2</strong></td>
</tr>
<tr>
<td>Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</td>
<td></td>
</tr>
<tr>
<td>Draw and label pictures related to a story topic or one’s own experience.</td>
<td></td>
</tr>
<tr>
<td>Understand and follow simple two-step directions for classroom activities.</td>
<td></td>
</tr>
</tbody>
</table>

### Comprehension and Analysis of Grade-Level-Appropriate Text

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Orally identify, using key words or phrases, the basic sequence of events in text read aloud.</td>
<td></td>
</tr>
<tr>
<td>Draw logical inferences from a story read aloud.</td>
<td></td>
</tr>
</tbody>
</table>

### Comprehension and Analysis of Grade-Level-Appropriate Text and Expository


<table>
<thead>
<tr>
<th>Critique</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural Features of Informational Materials</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Comprehension</th>
<th>Intermediate ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English-language arts substrand</strong></td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
<td></td>
</tr>
<tr>
<td>Read stories and respond orally in simple sentences to factual comprehension questions about the stories.</td>
<td></td>
</tr>
<tr>
<td>While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</td>
<td></td>
</tr>
<tr>
<td>Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>Write captions or phrases for drawings related to a story.</td>
<td></td>
</tr>
<tr>
<td>Understand and follow some multiple-</td>
<td></td>
</tr>
<tr>
<td>English-language arts substrand</td>
<td>Advanced ELD level</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Comprehension and Analysis of Grade-Level-Appropriate Text</td>
<td>Grades K-2</td>
</tr>
<tr>
<td>Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts.</td>
<td></td>
</tr>
<tr>
<td>Comprehension and Analysis of Grade-Level-Appropriate Text and Expository Critique</td>
<td>Locate and use text features, such as the title, table of contents, chapter headings,</td>
</tr>
<tr>
<td>Structural Features of Informational Materials</td>
<td></td>
</tr>
<tr>
<td>Comprehension and Analysis of Grade-Level-Appropriate Text, Expository Critique, and Structural Features of Informational Materials</td>
<td></td>
</tr>
</tbody>
</table>

**Reading**

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Literary Response and Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Analysis of Grade-Level-Appropriate Text <em>(The standards are also addressed in “Reading Comprehension.”)</em></td>
<td>Beginning ELD level</td>
</tr>
<tr>
<td>Grades K-2</td>
<td></td>
</tr>
</tbody>
</table>

- Listen to a story and respond orally in one or two words to factual comprehension questions.
- Draw pictures related to a work of literature identifying setting and characters.

<table>
<thead>
<tr>
<th>Structural Features of Literature</th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Narrative Analysis of</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-Level-Appropriate Text (The standards are also addressed in “Reading Comprehension.”)</td>
<td>Early intermediate ELD level</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong></td>
<td>Respond orally to factual comprehension questions about stories by answering in simple sentences.</td>
</tr>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong></td>
<td>Identify orally the setting and characters by using simple sentences and vocabulary.</td>
</tr>
<tr>
<td><strong>Structural Features of Literature</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</strong></td>
<td></td>
</tr>
<tr>
<td>English-language arts substrand</td>
<td>Intermediate ELD level</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>Narrative Analysis of Grade-Level-Appropriate Text</td>
<td>Use expanded vocabulary and descriptive words in oral and written responses to simple texts.</td>
</tr>
<tr>
<td><em>(The standards are also addressed in “Word Analysis, Fluency, and Systematic Vocabulary Development.”)</em></td>
<td></td>
</tr>
<tr>
<td>Narrative Analysis of Grade-Level-Appropriate Text <em>(The standards are also addressed in “Reading Comprehension.”)</em></td>
<td>Read simple poetry and use simple sentences in answering factual comprehension questions.</td>
</tr>
<tr>
<td>Structural Features of Literature</td>
<td></td>
</tr>
<tr>
<td>English-language arts substrand</td>
<td>Early advanced ELD level</td>
</tr>
<tr>
<td>Structural Features of Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades K-2</td>
</tr>
<tr>
<td>Structural Features of Literature</td>
<td>Read short poems and orally identify the basic elements (e.g., rhythm</td>
</tr>
</tbody>
</table>
| Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism | Read a literary selection and orally identify the literary elements of plot, setting, and characters.  
Read a story and identify the beginning, middle, and end. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Analysis of Grade-Level Appropriate Text (cont.)</td>
<td></td>
</tr>
<tr>
<td>Structural Features of Literature, Narrative Analysis of Grade-Level Appropriate Text, and Literary Criticism</td>
<td></td>
</tr>
</tbody>
</table>
| English-language arts | Advanced ELD level  
Grades K-2 |
<table>
<thead>
<tr>
<th>Substrand</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Analysis of Grade-Level-Appropriate Text (The standards are also addressed in “Reading Comprehension.”)</td>
<td>Read a variety of children’s literature and respond to it both orally and in writing.</td>
</tr>
<tr>
<td>Structural Features of Literature</td>
<td>Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).</td>
</tr>
<tr>
<td>Narrative Analysis of Grade-Level-Appropriate Text and Literary Criticism</td>
<td>Compare and contrast different authors’ use of literary elements.</td>
</tr>
</tbody>
</table>

**Writing Strategies and Applications**

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Beginning ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penmanship</td>
<td>Grades K-2</td>
</tr>
<tr>
<td>Penmanship and Organization and Focus</td>
<td>Copy the English alphabet legibly.</td>
</tr>
<tr>
<td>Penmanship and Organization and Focus</td>
<td>Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</td>
</tr>
<tr>
<td>Organization and Focus</td>
<td>Write a few words or phrases about an event or</td>
</tr>
<tr>
<td>Strategies and Applications</td>
<td>Early intermediate ELD level</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>English-language arts substrand</strong></td>
<td>Grades K-2</td>
</tr>
<tr>
<td><strong>Organization and Focus</strong></td>
<td>Write simple sentences about events or characters from familiar stories read aloud by the teacher.</td>
</tr>
<tr>
<td></td>
<td>Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, number names, days of the week, and months (e.g., “Today is Tuesday”).</td>
</tr>
<tr>
<td><strong>Organization and Focus, Evaluation</strong></td>
<td>Write one to two simple sentences</td>
</tr>
<tr>
<td>and Revision</td>
<td>(e.g., “I went to the park”).</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Organization and Focus, Research and Technology</td>
<td></td>
</tr>
<tr>
<td>English-language arts substrand</td>
<td>Intermediate ELD level</td>
</tr>
<tr>
<td>Organization and Focus</td>
<td>Grades K-2</td>
</tr>
<tr>
<td>Write short narrative stories that include the elements of setting and characters.</td>
<td></td>
</tr>
<tr>
<td>Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</td>
<td></td>
</tr>
<tr>
<td>Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.</td>
<td></td>
</tr>
<tr>
<td>Write simple sentences appropriate for language arts and other</td>
<td></td>
</tr>
<tr>
<td>Organization and Focus, Research and Technology</td>
<td>Strategies and Applications</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Write a friendly letter of a few lines.</td>
<td>Early advanced ELD level</td>
</tr>
</tbody>
</table>

**English-language arts substrand**

<table>
<thead>
<tr>
<th>Grades K-2</th>
</tr>
</thead>
</table>

**Organization and Focus**

<table>
<thead>
<tr>
<th>Write short narratives that include elements of setting, characters, and events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proceed through the writing process to write short paragraphs that maintain a consistent focus.</td>
</tr>
<tr>
<td>Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science,</td>
</tr>
<tr>
<td>Organization and Focus, Evaluation and Revision</td>
</tr>
<tr>
<td>Organization and Focus, Research and Technology, Evaluation and Revision</td>
</tr>
<tr>
<td>Organization and Focus, Research and Technology</td>
</tr>
<tr>
<td>English-language arts substrand</td>
</tr>
<tr>
<td>Grades K-2</td>
</tr>
<tr>
<td>Organization and Focus</td>
</tr>
</tbody>
</table>
### Organization and Focus, Evaluation and Revision

**Write short narratives** that describe the setting, characters, objects, and events.

**Produce independent writing** by using correct grammatical forms.

**Proceed through the writing process** to write clear and coherent sentences and paragraphs that maintain a consistent focus.

### Organization and Focus, Research and Technology (cont.)

### English-Language Convention

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Beginning ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2</td>
<td></td>
</tr>
<tr>
<td>Capitalization</td>
<td>Use capitalization when writing one’s own name.</td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td>English-language arts substrand</td>
<td>Early intermediate ELD level</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Capitalization</td>
<td>Grades K-2</td>
</tr>
<tr>
<td>Use capitalization to begin sentences and for proper nouns.</td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td>Use a period or question mark at the end of a sentence.</td>
<td></td>
</tr>
<tr>
<td>Punctuation, Capitalization, and Spelling</td>
<td></td>
</tr>
<tr>
<td>Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure, Grammar, Punctuation, and Capitalization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Intermediate ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalization, Punctuation, and Spelling</td>
<td></td>
</tr>
<tr>
<td>Produce independent writing that may include some inconsistent</td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Use of capitalization, periods, and correct spelling.</td>
<td>Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).</td>
</tr>
<tr>
<td>Sentence Structure, Grammar, and Spelling</td>
<td></td>
</tr>
<tr>
<td>English-language arts substrand</td>
<td>Early advanced ELD level</td>
</tr>
<tr>
<td>Grades K-2</td>
<td></td>
</tr>
<tr>
<td>Capitalization, Punctuation, and Spelling</td>
<td>Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.</td>
</tr>
<tr>
<td>Sentence Structure, Grammar, and Spelling</td>
<td>Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).</td>
</tr>
<tr>
<td>Punctuation, Capitalization, and Spelling</td>
<td>Edit writing to check some of the mechanics of writing (e.g.,)</td>
</tr>
</tbody>
</table>
Engli

ish –

Language

Arts Content

Standards

Grade One:

Spelling

1.8 Spell

three-and

four-letter

short-vowel

words and

grade-level-

appropriate

sight words

correctly.

Grade Two

1.7 Spell

frequently

used, irregular

words

correctly (e.g.,

was, were,

says, said, who,

what, why).

<table>
<thead>
<tr>
<th>English-language arts substrand</th>
<th>Advanced ELD level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-2</td>
<td></td>
</tr>
<tr>
<td>Sentence Structure and Grammar</td>
<td>Use complete sentences and correct word order.</td>
</tr>
<tr>
<td>Grammar</td>
<td>Use correct parts of speech, including correct subject/verb agreement.</td>
</tr>
<tr>
<td>Capitalization, Punctuation, and Spelling</td>
<td>Edit writing for punctuation, capitalization, and spelling.</td>
</tr>
<tr>
<td>Sentence</td>
<td>Produce</td>
</tr>
</tbody>
</table>
Recruitment of Teacher

By providing candidates with a clear, compelling portrait of our school, its goals, and its commitment to the highest quality teachers, Jardín de la Infancia will continue to recruit teacher who are highly qualified to deliver the proposed instructional program by:

- attending / participating in teacher job fairs
- posting positions online on a local, state and national level

After initial contact of a prospected teacher, the Director will schedule an interview and classroom demonstration appointment. The director will process reference checks, background checks and finally, extend the job offer.

Professional Development

Professional development is a continual process throughout the year. A two-week planning session is held before each school year in the summer, that addresses all mandated trainings. The summer two week professional development is held at the school site or a designated address from 8a.m.-2p.m. All other professional development is held adterschool at either school site. Teachers attend outside training workshops and stay current with educational strategies by reading educational literature and participating in curriculum workshops. All teachers attend ImagineIt! and Language for Learning/Thinking training sessions as well as attending workshops regarding identifying and serving special needs children. Examples of topics to be covered in the area of safety, child abuse, differentiated instruction (i.e. English Language Learners), and Special Education are:

- Data & Assessment to inform and instruct
- Classroom Management/Teaching Children with Special Needs
- Long Term Planning to Improve Educational Program
- Parenting/ Working More Effectively with Parents

Using curriculum-based/school created assessments to identify other areas of student weaknesses, Jardín de la Infancia is engaged in a continual process of teaching, evaluating and improving daily instruction. During weekly staff meetings with the director and teachers, teachers report back on student progress and collaborate on strategies to implement in their classroom.

Extremely helpful are the professional development sessions with the director of the Kelter Center, Sasha Borenstein and Jardín’s teachers. Rather than teachers attending general topic workshops, sessions are custom-designed based on the real needs and experiences of Jardín teachers and their students. The director of the Kelter Center teaches Jardín teachers the specific stages of reading a child must master to be successful. The Kelter Center trains the teachers to understand the many factors influencing academic achievement and growth in general for the students.
Parent Involvement
There is a monthly, early morning parent meeting. Parents meet with the teacher in the classroom. The teacher uses the opportunity to explain what is being taught that month and how parents can be supportive. It is an opportunity for parents to ask questions about the curriculum or their children’s progress. Jardin helps parents learn the skills they need to be proactive parents and effective advocates in the education of their children. This includes information on district programs and obligations for every type of learning need. These monthly meetings help parents buy into a shared belief in the importance of education and of the formation of character to produce the kinds of attitudes and efforts conducive to academic achievement. The school serves bagels and coffee to encourage parents to mingle with each other and build community.

Students with Special Needs

E. English Language Learners

In addition to English Language Arts and English Language Development related to academic work, the school day has been extended by one hour to allow for a sizable period of time for English Language Development (ELD) each day. To help students develop English language skills, ELD focuses on grammar, syntax, vocabulary, and receptive and expressive language skills. Collaborating the ImagineIt! English Language Development curriculum and Language for Learning curriculum designed to teach English Language Learners basic language concepts and skills, focusing on the language of classroom instruction. Students also acquire the important background information, thinking skills, and vocabulary in English they will need to succeed in school.

The charter school added an hour to its school day specifically to address academic language deficiencies. With little exposure to a rich English vocabulary and English grammatical structure in the home during the early years, most of the children start school without developed complex language skills. As a result, they are at risk of failing academically as they continue their education even though they attend good schools. Research shows that, by the age of three, English-language learners and poor children possess less than one third of the vocabulary acquired by children living with educated parents who use literacy regularly. Language for Learning/Thinking is designed for second language learners. The program provides multi-level teaching strategies for all language levels and an assessment model that measures growth across proficiency levels. In the kindergarten year, Language for Learning is designed to teach basic language concepts and skills, focusing on the language of classroom instruction. Students also accumulate the important background information, thinking skills, and vocabulary they need to succeed in school. In first grade, there is Language for Thinking. Students use an expanded vocabulary and increasingly complex sentence structures. After completing the Language for Thinking program, students are prepared to discern precise meaning, both literal and inferential, from text materials they encounter in and out of school.

The California English Language Development Test (CELDT) is administered to all new students with a home language other than English (as indicated on their Home Language Survey, within 30 days of enrollment, and to all English learners annually to determine student’s individual proficiency level for reclassifying if necessary. Listening, speaking, reading and writing skills are assessed. Results of this CELDT testing are usually received in December or January. Students are identified at five levels of proficiency from Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. If a
student initially tests at an Early Advanced or Advanced level the student will be classified as Initial Fluent English Proficient (IFEP). They are not classified as an English Language Learner. If they do not test at an early advanced or advanced level they are placed in the ELD program and classified as an English Language Learners. Students who are classified as ELL are retested annually. When a student’s CELDT score meets the definition of proficiency they are eligible to be reviewed for redesignation. Again the students must have had an overall score of early advanced or advanced, and scores must be intermediate or above for each of the sub-skill areas of listening, speaking, reading, and writing. Finally, a reclassification meeting is scheduled and parents, teachers, and administrators are invited to review the evidence (student portfolio, assessment scores, teacher observation log) that the student is ready for reclassification. A decision is made at this meeting as to whether or not the student is ready to be reclassified as fluent English proficient (RFEP).

F. Socio-Economically Disadvantaged, Students Achieving Above and Below Grade Level, and Other Special Student Populations

Jardín de la Infancia is designed to serve low-income students. It is organized around the belief that poor children can achieve at the same academic level as their more affluent peers when provided the same educational opportunities. The charter offers an extended-day, extended-year, academically-demanding, grade-level curriculum to some of the district’s most educationally-at-risk kindergarten and first grade students. This results in an extended-year with a total of 198 full days of academic instruction. Jardin also has an extended-day schedule with a daily total of 345 minutes. Jardin uses the extra hour to teach an English-language enrichment program.

To assist students who live in low-literacy homes, Jardin’s two-year program Language for Learning and Language for Thinking is designed to teach basic language concepts and skills, focusing on the language of classroom instruction. Students also accumulate the important background information, thinking skills, and vocabulary they need to succeed in school. In first grade, there is Language for Thinking. Students use an expanded vocabulary and increasingly complex sentence structures. After completing the Language for Thinking program, students are prepared to discern precise meaning, both literal and inferential, from text materials they encounter in and out of school.

School achievement, however, will not be improved simply by adding educational resources. Without a consistent structure of high expectations, motivating children to take advantage of the increased educational opportunities Jardin offers is difficult. Therefore, Jardin has a monthly parent meeting designed to help parents acquire and then instill in their children a shared belief in the importance of education and of the formation of character to produce the kinds of attitudes and efforts conducive to academic achievement.

Students who are academically high or low are given opportunities to expand, challenge and realize their individual potential by receiving alternatives to learning. Such alternatives include a computer programs that develop higher levels of thinking. In addition to the use of technology, high achieving students are encouraged to work on more complex critical thinking levels such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing.
When appropriate, teachers also provide individual assistance or create differentiated achievement groups to facilitate the development of students. Examples of this are differentiating questions while students work whole group, differentiating classwork/homework to adjust the scaffolding and expected outcomes. When internal assessment results may indicate a child is in need of specialized education; teachers refer child for intervention and then recommend testing for learning disabilities.

Special Education Program

Jardín provides quality special education services. Embracing the full mandate of Chanda Smith to identify and serve children with special needs. Jardín works with The HELP Group UCLA Pediatric Neuropsychological Assessment Clinic, credentialed educational therapists from the Kelter Center, Didi Hirsch Community Mental Health Center, the Hear Center and Total Education Solutions.

Jardín’s facilities are handicapped accessible.

*All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools. Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, [Charter School] will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and [Charter School] regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s Modified Consent Decree (“MCD”) requirements (see MOU execution requirements below). Charter schools who are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (Education Code § 56195.3 [b]).

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a MOU by and between the LAUSD and the charter school (if considered a Local Educational Agency (“LEA”) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the Chanda Smith MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

*SELPA Reorganization

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

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

*Modified Consent Decree Requirements*
All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education. As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:
- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.
The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.
Element 2: Measurable Student Outcomes

I. Subject Areas
Measurable student outcomes form the basis of student learning, diagnostic tools from formative and summative assessments are developed around each learning goal or outcome. Achieving 80% or higher on assessments of State Content Standards is considered mastery. Eighty percent of Jardin’s kindergarten and eighty percent of its first graders will achieve at this eighty percent mastery level each year.

As detailed in Element 3, students are assessed in each of the academic areas by a range of valid and reliable methods, including criterion referenced assessments, teacher observations, class work, homework, performance tasks and portfolios. Data collection for assessment purposes may also include publisher designed tests and school created assessments where applicable.

The objectives for each student in the core academic areas are as follows:

A. **English Language Arts**
Early reading and writing development is essential to ensuring that students are able to transition into higher grade levels successfully. Areas of instruction include reading, writing, English listening and speaking, critical thinking, and analysis. In conjunction with the content standards adopted by the State Board of Education and depending on grade level, Jardin de la Infancia students learn the following:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Analysis, Fluency, and Systematic Vocabulary Development</td>
<td>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences. Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several</td>
</tr>
</tbody>
</table>
| Writing Strategies                      | Students write words and brief sentences that are legible.  
|                                       | Students write compositions that describe and explain familiar objects, events, and experiences. |
| Written and Oral English Language Conventions | Students write and speak with a command of standard English conventions. |
| Listening and Speaking Strategies      | Students listen and respond to oral communication. They speak in clear and coherent sentences. |
| Speaking Applications                  | Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard. |

### B. Mathematics

Students acquire a firm foundation for higher-level mathematics by learning the essential concepts from their everyday environment. Students are given basic mathematical instruction in areas including number sense, measurements, reasoning, logical thinking and problem solving. In conjunction with the content standards adopted by the State Board of Education and depending on grade level, Jardín de la Infancia students learn the following:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Goals</th>
</tr>
</thead>
</table>
| Number Sense       | 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).  
|                    | Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. |
| Algebra and Functions | Students sort and classify objects.  
|                    | Students use number sentences with operational symbols and expressions to solve problems: |
### Measurement and Geometry

**Monthly Assessment Tools**
- Teacher Assessments/Observation
- Student Portfolios

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.

Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

### Statistics, Data Analysis, and Probability

**Monthly Assessment Tools**
- Teacher Assessments/Observation
- Student Portfolios

Students collect information about objects and events in their environment.

Students organize, represent, and compare data by category on simple graphs and charts.

### Mathematical Reasoning

**Monthly Assessment Tools**
- Teacher Assessments/Observation
- Student Portfolios

Students make decisions about how to set up a problem.

### Mathematical Reasoning

**Monthly Assessment Tools**
- Teacher Assessments/Observation
- Student Portfolios

Students solve problems in reasonable ways and justify their reasoning.

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### C. Science

Students are given the chance to learn about the world that surrounds them by studying the concepts in the physical and life sciences. Opportunities for experimentation and investigation into science projects are followed up with presentations to the class of student observations. In conjunction with the content standards adopted by the State Board of Education and depending on grade level, Jardín de la Infancia students become familiar with all the science content areas.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Sciences</td>
<td>Students understand that properties of materials can be observed, measured, and predicted.</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>Students understand that different types of plants and animals inhabit the earth.</td>
</tr>
<tr>
<td>Earth Sciences</td>
<td>Students understand that Earth is composed of land, air, and water.</td>
</tr>
</tbody>
</table>
Students will begin to ask meaningful questions and conduct careful investigations to make scientific progress.

D. History and Social Studies
The curriculum provides students with general historical and geographical knowledge of the United States, California, and Los Angeles. Students learn important concepts regarding historical events, cultural figures, and interesting times that will spark their imagination in the subject. In conjunction with the content standards adopted by the State Board of Education and depending on grade level, Jardín de la Infancia students:
- understand that being a good citizen involves acting in certain ways
- recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty
- 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
- compare and contrast the locations of people, places, and environments and describe their characteristics
- put events in temporal order using a calendar, placing days, weeks, and months in proper order
- understand that history relates to events, people, and places of other times
- describe the rights and individual responsibilities of citizenship
- compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places
- know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time
- 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
- describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places

E. Fine Arts
Given the cultural diversity of Los Angeles, it is important for students to develop an appreciation for the variety of culture in the area. Art, music, dance, and handcrafts will be integrated into the curriculum to promote an understanding of the visual and performing arts. In conjunction with the content standards adopted by the State Board of Education, Jardín de la Infancia students become familiar with all the fine arts content areas.

- demonstrate movement skills and various elements of dance
- analyze the function and development of dance, music, theatre, and art in the past and present cultures of the world
- relate dance, music, theatrical, and art concepts to other subjects
- listen and describe music based on basic elements such as fast, slow, loud, and low
- begin to perform music, dance, and theatre based on activities learned in the classroom
- develop opinions on the music, art, or theatrical presentations presented in class
- create personal art pieces through the use of patterns, art tools, and personal experiences

F. Physical Education

Physical education is an integral part of education program for all students. It teaches students how their bodies move and how to perform a variety of physical activities. Students are introduced to the benefits of regular physical activity and skills to promote a healthy physically active lifestyle. By providing physical education instruction, students acquire skills such as cooperating with each other, develop positive social skills and physically more resilient. In conjunction with the content standards adopted by the State Board of Education and depending on grade level, Jardín de la Infancia students:
- demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- assess and maintain a level of physical fitness to improve health and performance.
- demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

G. English Language Development

The English Language Development Program provides students with instruction in order to be prepared to use English effectively in social and academic settings. Listening and speaking skills provide one of the most important building blocks for the foundation of second-language acquisition and are essential for developing reading and writing skills in English. To develop proficiency in listening, speaking, reading, and writing, students must receive instruction in reading and writing while developing fluency in oral English. In conjunction with the content standards adopted by the State Board of Education and depending on grade level, Jardín de la Infancia students:
- comprehend, organize and deliver oral communication in English
- understand and develop concepts about print, phonemic awareness, vocabulary concepts
- demonstrate knowledge of decoding and word recognition
- comprehend and analyze grade level appropriate text
- analyze a narrative of grade level appropriate text
- understand structural features of literature
- demonstrate writing concepts including, penmanship, organization, focus, evaluation and revision
- demonstrate writing concepts including, capitalization, punctuation, spelling, sentence structure, and grammar
Element 3: Method by Which Student Outcomes will be Measured

I. Assessment
The school’s assessment strategy includes a multiple set of tools to measures academic and non-academic skills. Jardín de la Infancia meets all statewide standards and conducts 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.

Evaluation is useful for program improvement as well as program accountability. Publisher-provided and school created standards based assessments, are given to determine pupil mastery of material specifically taught and related to the content standards. Strengths and weaknesses of students are assessed and adjustments to instruction are made accordingly.

To evaluate educational experiences for students, Jardin de la Infancia utilizes state and district accountability measures, requirements mandated by No Child Left Behind, and school level assessment indicators. Baseline assessments of language arts, mathematics, and English Language Development are taken at the beginning of each school year to determine each student’s current skill level. Using the informal and formal assessment tools described in (table below), teachers continue to evaluate students on a weekly, monthly and quarterly basis. The evaluative measures help teachers redirect resources for students who are underperforming to ensure that all students meet grade level standards. Jardin de la Infancia Student achievement will be determined by progress towards reaching the California State Standards and school curriculum goals. Jardin de la Infancia regards 80% mastery of California State Standards as meeting grade level standards. For example, a first grade student would have to read at least 56 words per minute with fluency in a manner that sounds like natural speech in order to meet the school benchmark of 70 words per minute by the end of grade one.

The Director and the teachers are held accountable for meeting the student progress goals. They in turn are accountable to the Board of Directors. Jardin de la Infancia complies with the provisions of NCLB as they apply to Charter School. All classroom teachers ware highly qualified as defined by No Child Left Behind.

II. Methods to Measure Student Outcomes
Based on weekly, monthly, and quarterly publisher and school created assessment data, Jardin de la Infancia intervenes to facilitate the academic development of students. The Director along with the teachers meet weekly to analyze and evaluate assessment data. The Director along with the teacher utilize the weekly sessions to evaluate existing program and then collectively plan improvements to the program. After thoughtful analysis student data based on weekly and monthly assessments, Jardin de la Infancia utilizes proven educational curricula to meet the needs of students. Students who are academically low and those who are high achieving receive the education they need.

Student assessment data is saved electronically and a hard copy is placed in student record; kept on file for review and record-keeping. See appendix for sample data recording templates.

When assessment results indicate a child is in need of intervention, teachers use a range of interventions including referring students to well-trained educational therapists from the Kelter Center, a nonpublic agency. Kelter Center therapists provide one-on-one intervention that assists teachers in identifying what specific difficulty a child is having in mastering certain critical stages of learning to read and then helps teachers in remediating the difficulty.
Student achievement will be determined by progress towards reaching their grade level California State Standards. The assessment of the subject matter objectives/goals listed in Element 2 includes the following:

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Assessment Tools</th>
<th>Frequency</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Teacher Assessments/Observation</td>
<td>1. Weekly / Monthly</td>
<td>80% mastery</td>
</tr>
<tr>
<td></td>
<td>Imaginative assessments</td>
<td>2. Quarterly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Portfolios</td>
<td>3. Initial / Annual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CELDT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Saxon Math assessments</td>
<td>1. Weekly / Monthly</td>
<td>80% mastery</td>
</tr>
<tr>
<td></td>
<td>Teacher Assessments/Observation</td>
<td>2. Weekly / Monthly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Portfolios</td>
<td>3. Quarterly</td>
<td></td>
</tr>
<tr>
<td>History/Social Science</td>
<td>Teacher Assessments/Observation</td>
<td>1. Weekly / Monthly</td>
<td>80% mastery</td>
</tr>
<tr>
<td></td>
<td>Student Portfolios</td>
<td>2. Quarterly</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Teacher Assessments/Observation</td>
<td>1. Weekly / Monthly</td>
<td>80% mastery</td>
</tr>
<tr>
<td></td>
<td>Student Portfolios</td>
<td>2. Quarterly</td>
<td></td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Teacher Assessments/Observation</td>
<td>1. Weekly / Monthly</td>
<td>80% mastery</td>
</tr>
<tr>
<td></td>
<td>Student Portfolios</td>
<td>2. Quarterly</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Teacher Assessments/Observation</td>
<td>1. Monthly</td>
<td>80% mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Quarterly</td>
<td></td>
</tr>
<tr>
<td>English Language Development</td>
<td>Teacher Assessments/Observation</td>
<td>1. Monthly</td>
<td>80% mastery</td>
</tr>
<tr>
<td></td>
<td>Student Portfolios</td>
<td>2. Quarterly</td>
<td></td>
</tr>
</tbody>
</table>

Additionally, Jardín de la Infancia uses the following methods to assess student progress and fulfillment of instructional objectives:

*Teacher’s Observation Log*
Teachers keep an informal log of a student’s progress throughout the year.

*Student Portfolios*
Portfolios contain the works of students in each subject area and class. Teachers evaluate the development of a student based on the expected progress outlined by the curriculum as well as in relation to the development of peers. Portfolios also serve as a collection of accomplishments by each student.

*State Standardized Tests*
Students are expected to meet the standard educational benchmarks established by the California Department of Education as follows:

*California English Language Development Test*
After reviewing the Home Language Survey and confirming that this is the student’s first public school enrollment, Jardín de la Infancia administers the California English Language Development Test.
(CELDT) when children begin school in order to identify students who are English language learners. Listening, speaking, reading and writing skills are assessed. Results of this CELDT testing are usually received in December or January. Students are identified at five levels of proficiency from Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. If a student initially tests at an Early Advanced or Advanced level the student will be classified as Initial Fluent English Proficient (IFEP). They are not classified as an English Language Learner. If they do not test at an early advanced or advanced level they are placed in the ELD program and classified as an English Language Learner. Students who are classified as ELL are retested annually. When a student’s CELDT score meets the definition of proficiency they are eligible to be reviewed for redesignation. Again the students must have had an overall score of early advanced or advanced, and scores must be intermediate or above for each of the sub-skill areas of listening, speaking, reading, and writing. Finally, a reclassification meeting is scheduled and parents, teachers, and administrators are invited to review the evidence (student portfolio, assessment scores, teacher observation log) that the student is ready for reclassification. A decision is made at this meeting as to whether or not the student is ready to be reclassified as fluent English proficient (RFEP).

III. Grading Policy

The school does not use a traditional grading system, but rather implements a standards based progress report. The standards based progress report provides information on the students’ progress toward the state standard each trimester. The standards based progress report also provides an “end of year” determination of the achievement level of the student in relation to the state standards. Each student’s progress report is reviewed and discussed with parents at parent conferences twice a year. The parent conference gives the teacher the opportunity to explain each standard covered in during that trimester, offering parents’ an accurate assessment of student achievement. The following is a sample of our first grade progress report for the first trimester:

<table>
<thead>
<tr>
<th>JARDÍN DE LA INFANCIA First Grade Progress Reports - Term 1</th>
<th>TRACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: ___________________ Date: _______________________</td>
<td></td>
</tr>
</tbody>
</table>

Reading
Goal #1. Reads 75 irregular sight words.
Goal #2. Identifies the sound from all the letters, including long/short vowel sounds and corresponding sound spelling patterns.

Writing
Goal #1. Prints legibly and spaces letters, words and sentences appropriately.
Goal #2. Forms letters correctly when prompted to write individual lowercase letters.

Math
Goal #1. Counts, reads and writes whole numbers to 20.
Goal #2. Adds and subtracts simple number sentences involving doubles to 18, and adding and subtraction by 0 and 1.
Goal #3. Identifies and knows the value of pennies, nickels and dimes.

*Testing*
The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.
Element 4: Governance Structure

California Nonprofit Public Benefit Corporation
The name of the charter school is Jardín de la Infancia. Jardín de la Infancia is an independent charter school. The name of the non-profit corporation is Jardín de la Infancia. Jardín de la Infancia exists as a legally and operationally independent nonprofit entity. As such, Jardín de la Infancia is incorporated as an independent California Nonprofit Public Benefit Corporation with its own Board of Directors. The affairs of the nonprofit corporation will be managed and its powers exercised under the Board’s ultimate jurisdiction. The non-profit corporation provided a copy of its by-laws to the LAUSD Charter Office.

*Jardín de la Infancia and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

*Jardin de la Infancia will comply with the Brown Act.

Jardín de la Infancia will be governed pursuant to the Articles of Incorporation and bylaws adopted by the incorporators, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law. Jardín de la Infancia will comply with all laws relating to public agencies in general, and all federal laws and regulations and state codes as it pertains to charter schools.

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

Public Operating Principles
Jardín de la Infancia is nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, religion, national origin, gender, disability, or 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.

Board of Directors
The Board of Directors has a legal and fiduciary responsibility for the well-being of Jardín de la Infancia. The Board of Directors is responsible for school matters including, but not limited to:

- providing fiscal accountability by approving and monitoring the budget.
- planning and approving long-range goals and objectives
- monitoring health and safety policies
- use and maintenance of facilities
- curriculum and pupil outcomes
- fundraising strategies
- school resources
- long-range goals and annual objectives
The Director oversees the daily operations of Jardín de la Infancia and provides comprehensive reports related to academic, operation, and fiscal matters to the Board. Jardín de la Infancia will comply with the Brown Act. At least 72 hours before a regular meeting, Jardin posts on the front windows of the school an agenda for public view containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda specifies the time and location of the regular meeting and is posted at the front entrances to Jardin. Every agenda for regular meetings provides an opportunity for members of the public to directly address the board on any item of interest to the public that is within the subject matter jurisdiction of the board and provided that no action is taken unless the item appeared on the agenda or is otherwise authorized by law. Board minutes and those minutes are approved at the subsequent board meeting. All meeting agendas and minutes are kept and are available for review and audits.

Board member selection is based on the expertise they will bring to the board. Terms of service are one year but are renewable indefinitely. Board members resigning from the board will be replaced with someone having similar expertise as determined and selected by the remaining board members. Number of members will be regulated in accordance with the Bylaws. The Board is authorized to have up to ten members but is not required to have ten. The Board presently has nine members and meets at least three times a year and is comprised of the following Board members:

- Robert E. Wycoff, Chairman of the Board, ARCO, Retired
- Alice Callaghan, Las Familias del Pueblo
- Arthur Alarcon, U.S. Circuit Court of Appeals
- Gerald D. Secundy, California Council for Environmental and Economic Balance,
- Marie Campbell, The Capital Group
- Cara Miller, Amgen
- Guibert Hentschke, USC School of Education
- Paul White, The Capital Group
- Timothy Sloan, Wells Fargo

Parent and teacher input is sought in developing policies and addressing school-wide concerns through active discussion with the school Director.

There is a monthly, early morning parent meeting. Parents meet with the teacher and the director in the classroom. The teacher and the director utilize this opportunity to explain what is being taught that month and how parents can be supportive. It is an opportunity for parents to ask questions about the curriculum or their children’s progress. The school serves bagels and coffee to encourage parents to mingle with each other and build community. Parent issues discussed at that meeting would open discussion for changes at the school. Similarly, parents are welcome to discuss any concerns with the Director.

Given the small staff size of the school sites, teachers communicate extensively with the Director on a daily basis and meet formally for weekly staff development meetings. The Director ensures concerns from teachers and parents are brought before the Board.

**Director**

All management powers not specifically designated to the Board are delegated to the Director, who will answer directly to the Board.
**Business and Operations Management**
Jardín de la Infancia contracts with outside vendors, to the extent possible to provide necessary non-education related services. This enables the staff to focus their energies in areas of their expertise, allowing sufficient time for reflection on instructional and curricular issues.

ExED, a charter school development and management organization, provides services such as budgeting/forecasting, accounts set-up (insurance/benefits/attendance tracking), payroll, compliance/required reporting, service vendor contract negotiations and management, and purchasing. ExED has assisted with the development and management of many charter schools in Los Angeles. ExED adheres to generally accepted accounting principles. The accounting system identified by the school has adequate internal controls and follows generally accepted accounting principles.

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**District/County Involvement**
The District reserves the right to appoint a single representative to the charter school board pursuant to Education code section 47604(b). The LAUSD representative will sit on the Board as an ex-officio, non-voting member. LACOE will be involved to the extent that it is involved in the fiscal oversight of LAUSD and its related charter schools.

**Grievance Procedure for Parents and Students**
The Director of Jardín de la Infancia will be the designated 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 Jardín de la Infancia alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Jardín de la Infancia will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Jardín de la Infancia 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.

Jardín de la Infancia 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**

Jardín de la Infancia 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**

Jardín de la Infancia 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. Jardín de la Infancia acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District; the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**Notifications**

Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Jardín de la Infancia.
Element 5: Employee Qualifications

*Jardín de la Infancia believes that all persons are entitled to equal employment opportunity. Jardín de la Infancia 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.

Jardín de la Infancia will adhere to the existing state of California laws regarding fingerprinting of employees. Jardín de la Infancia will adhere to school policy pertaining to the safety and health of all employees and students. Prior to the first day of work for every employee, Jardín de la Infancia will process all background checks through LiveScan, administered by the Department of Justice.

Jardín de la Infancia will comply with all requirements for employment set forth in applicable provisions of the law.

Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). All charter school 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.

All employees must furnish or be able to provide:
- medical clearance of communicable diseases and tuberculosis (TB)
- fingerprinting and the service fee to the Department of Justice for criminal record check.
  Applicants will be required to provide a full disclosure statement regarding prior criminal record. No employee shall commence employment at the school until clearance has been obtained by the Department of Justice
- documents establishing legal status.

All personnel must commit to the mission and vision of Jardín de la Infancia. Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job descriptions and salaries will be based on the job duties and work basis as outlined in the charter and teacher contracts.

Credential Monitoring
All teachers will be highly-qualified as defined by No Child Left Behind. Appropriate records of credentials held by Jardín de la Infancia teachers and supporting documentation will be monitored and maintained by the school administration and readily available for inspection. Credentials will be monitored annually in compliance with state and federal law.

Hiring/Selection Process
The director of Jardín de la Infancia will advertise on employment opportunity websites and job fairs when seeking new staff and will review the qualifications of candidates wishing to apply for employment at the school. The positions the school expects to employ include teachers, administrators and playground aides. Individuals wishing to apply for teaching or administrative positions will be
required to submit a resume. The director will review all submissions and determine which candidates are best suited for the school based on their qualifications. The director will conduct interviews with the candidates and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written notice from Jardín de la Infancia.

**Director**
All management powers not specifically designated to the board are delegated to the director, who will answer directly to the board. The director will:
- have the responsibility of hiring and firing all other employees
- oversee the day-to-day operations of the school.
- prepare credentialing paperwork and monitor processing.
- organize and lead teacher workshops and in-service.
- organize teacher common planning time.
- assist with student discipline.
- report to the Board of Directors on the progress of the school in achieving educational success once a month.
- be a liaison to community partners.
- represent schools at meetings/forums.
- call needed meetings.
- assist in writing grants, facilitating fundraising, and/or obtaining loans.
- help organize parent meetings.

The director of Jardín de la Infancia must have prior managerial experience. Director will not be required to hold an administrative credential.

**Teachers**
Teachers will be selected by the Director. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers who are enrolled in a university internship credential certification program will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Proof of enrollment and progress towards meeting NCLB requirements will be kept at Jardín de la Infancia. All of Jardín’s teachers shall be “highly qualified”. Highly qualified” teachers will:
- provide a quality, enriched and powerful curriculum.
- provide continual assessment of student progress and maintain records.
- continually evaluate classroom performance to meet the needs of the students.
- provide an effective room environment that reflects and facilitates the academic program.
- provide peer assistance to fellow teachers.
- continue to work on professional growth.
- actively strive for continuous and open communication with parents and community members.
- maintain regular, punctual attendance.

**Other Certificated Staff/Substitute Teachers**
A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

**Classified Staff**
Jardín does not anticipate employing any classified staff other than playground supervisors. Playground supervisors will be mature adults able to ensure the health and safety of Jardín’s
students. All requirements for employment set forth in applicable provisions of law will be met including fingerprinting and criminal record check, tuberculosis clearance and legal status verification.

**Evaluations**
Evaluations will be performed annually.

Director will be evaluated by the board of directors on:
- student progress as referenced from assessment measures
- fiscal management
- operational management

Teachers will be evaluated by the Director on:
- student progress as referenced from assessment measures.
- performance of job duties.

Classified and other personnel will be evaluated by the director on:
- performance of job duties.

**No Child Left Behind**
Jardín de la Infancia will comply with the certificated and paraprofessional employee requirements and provisions set for by No Child Left Behind.
Element 6: Health and Safety Procedures for Pupils and Staff

The health and safety of Jardín de la Infancia staff and pupils is a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. Jardín de la Infancia complies with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA. Jardín de la Infancia operates as a drug, alcohol, and tobacco free workplace.

Jardín de la Infancia will operate out of two sites, 307 E. 7th Street, Los Angeles, CA 90014 and 611 S. Lorena Street, Los Angeles, CA 90023.

Jardín de la Infancia will comply with all provisions of the Healthy Schools Act set forth in Education Code section 17608 et seq.

Jardín de la Infancia will adopt a set of health, safety, and risk management policies and will provide annual training on safety procedures outlined in the petition and the School Safety and Climate for Learning document. The health, safety and risk management policies address the following:

**Criminal Background Checks**

Jardín requires its employees to furnish the school with a criminal record summary as described in Ed Code 44237.

**Immunizations and Tuberculosis Testing**

Jardín will require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. Records documenting student immunizations will be maintained by Jardín. Jardín will require its employees to be examined for tuberculosis in the manner described in California Education Code Section 49406

Jardín de la Infancia will provide for the screening of its students for vision, hearing, and scoliosis to the same extent as would be required if the students were attending a non-charter public school.

**Emergency Situations**

Jardín de la Infancia has policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train instructional and administrative staff in basic first aid annually.

**Fire Drills**

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

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

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

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

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

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

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

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

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.
If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**Evacuation Plan**

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

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

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

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

**Prescription Medications**

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

All employees are responsible for their own safety, as well as that of others in the workplace. Jardín de la Infancia relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Jardín de la Infancia’s premises, or in a product, facility, piece of equipment, process, or business practice for which Jardín de la Infancia is responsible, the employee will bring it to the attention of their supervisor or Director immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Director regarding the problem.

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

On a periodic basis Jardín de la Infancia may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

**Child Abuse Reporting**

Jardín de la Infancia will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. Jardín de la Infancia 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 Director 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 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 made to investigate any incident, only report to the Director and proper authorities.

All suspected cases of child abuse would be brought to the Director or his/her designee for consultation. Jardín de la Infancia staff will complete a written report of the situation and immediately notify the Department of Children Services. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.
Should it be necessary to remove the child from school, Jardín de la Infancia staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent(s)/guardian(s).

**Auxiliary Services**

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

**Insurance Requirements**

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

It shall be Jardín de la Infancia’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 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 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*

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

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

Should Jardín de la Infancia 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 Jardín de la Infancia.

*Hold Harmless/Indemnification Provision*

To the fullest extent permitted by law, Jardín de la Infancia 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.
Jardín de la Infancia 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, Jardín de la Infancia agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Jardín de la Infancia 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, Jardín de la Infancia agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Jardín de la Infancia will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. Jardín de la Infancia 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.

Jardin de la Infancia, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Jardin de la Infancia 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 for the Department of Justice to ensure the ongoing safety of its students.

**Student Records Confidentiality**

Jardín de la Infancia will adhere to The Family Educational Rights and Privacy Act (FERPA) and all state and federal laws regarding the confidentiality of pupil record information.
Element 7: Racial and Ethnic Balance

Jardín de la Infancia will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD. Recruitment efforts may include, but is not necessarily limited to:

- an enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process.
- the development of promotional and informational material in English and Spanish that is easily transmittable to all of the various racial and ethnic groups represented in the district which is more that 99% Latino in the Boyle Heights area and close to 90% for residential children in the downtown area. Leaflets are delivered to all daycare centers within several miles and staff will speak to parent groups at those day care centers when allowed to do so. The population of those daycare centers reflects the demographics of the respective neighborhoods and district schools. Recruitment begins in January since school begins in August.

*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 the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

*Integration Plan*

Jardín will operate in a racially nondiscriminatory manner, seeking diversity in a manner harmonized with equal protection jurisprudence. Jardín is committed to seeking a student racial and ethnic balance that reflects the district’s goal of 70:30 or 30:70 ratio. Pupils will be considered for admission without regard to ethnicity, national origin, gender or disability. Jardín will actively recruit a diverse student population by implementing a student recruitment strategy that includes the following elements or strategies:

* Development of promotional and informational materials that appeal to various racial and ethnic groups represented in the district.
* Appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
* Outreach to neighborhood daycare centers including Los Angelitos ECC, Salvation Army Preschool, Chinatown Service Center, La Petite Academy, Para los Ninos, Hope Street Family Center, Lorena Terrace Alegría Preschool, La Santa Cruz State Preschool, Euclid Head Start, Weingart ELA YMCA, and Volunteers of America, Salazar Park Head Start.

Promotional material will be delivered to the centers. When allowed, Jardín will speak to parent groups at the centers.
The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

*No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students*

The District and Jardín de la Infancia 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 Choice (“NCLB-PSC”), placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Jardín de la Infancia agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

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

Jardín de la Infancia will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Jardín de la Infancia will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the school. Parents of all students at Jardín de la Infancia participate in the activities and meetings at the school.

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

*Federal Compliance*

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

Jardín de la Infancia also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
Element 8: Admissions Requirements

Jardín de la Infancia will be open to and shall admit all students that wish to attend the school. Admission to Jardín de la Infancia shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. Preference will be given to pupils that reside within the LAUSD attendance area and students currently attending the school and their siblings.

Jardín de la Infancia will be non-sectarian in its programs, curriculum, and operations.

Admission to Jardín de la Infancia shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state. Preference will be given to pupils that reside within the LAUSD attendance area and students currently attending the school and their siblings.

Jardín de la Infancia will be non-sectarian in its programs, curriculum, and operations. Jardín de la Infancia will not charge tuition.

Jardín de la Infancia will not admit students based on race, color, sex, sexual orientation, national origin, religion, disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Jardín de la Infancia will adhere to all state and federal laws regarding the minimum age of students.

Jardín de la Infancia will adhere to the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

Jardín de la Infancia will not require any child to attend the charter school or any employee to work at the charter school.

Jardín de la Infancia will adhere to the following:

- Jardín de la Infancia will not require any child to attend the charter school or any employee to work at the charter school.

Jardín de la Infancia will notify the public regarding the admission process of the school on the Intent to Enroll Form (Lottery Form). The only requirement for admission to kindergarten is that a child is five years old prior to December 2 of the year admission is sought and six years old for first grade. All interested parents/guardians wishing to enroll their child at the school will be required to complete an application. Should the amount of pupils that wish to attend Jardín de la Infancia exceed the school’s capacity, a public random drawing will take place to determine the school enrollment in accordance with the Education Code Section 47605(d)(2).

The school enrollment deadline is February 28 and only applications received prior to the deadline will be included in the public random drawing to be held at 307 East Seventh Street, Los Angeles.
Two weeks after the deadline on **February 28**, the public random drawing will be held on March 13, 2012 at 3:30 pm for the 2012-13 school year. Applicants selected in the lottery will have seven days to accept by enrolling their children in our school.

Lottery Rules and Procedures:

Rules: General

1. For the purposes of the following rules, the following terms are defined as follows:
   A. All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.
   B. Manual Lottery refers the selection of applicant names by a random drawing of individual names from a container in sequence until all names in the container have been exhausted.
2. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
3. All applications received after the initial enrollment period will be accepted on a “First-Come, First-Serve” basis, after the Wait List has been exhausted.
4. All Applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time.
5. Only one (1) lottery shall be conducted to include all grades in which the number of Applicants exceeds the school capacity.
   A. If the number of Applicants is less than the school capacity, no public lottery shall be conducted for that grade.
6. ALL offers of enrollment shall be made by telephone in the order of the lottery results and established Waitlist.

Rules: Preferences

All preference categories shall be published prior to the conduct of the Lottery. All Applicants entitled to receive a placement preference shall be identified PRIOR to the Lottery. No more than 20% of Jardin’s total enrollment can gain admission via preferences. Jardin has prioritized preferences as follows:
   1. Applicant is a sibling of a currently enrolled student.
   2. Applicant is a sibling an accepted student.
   3. Applicant resides within LAUSD boundaries

Procedure:

1. The “Open” enrollment period will be posted in advance of the lottery date.

Public Lottery:

1. Public event is scheduled.
2. All applications received during the initial enrollment period will be eligible for participation in a public lottery.
3. All applications are verified for preference prior to lottery (e.g. All siblings are properly linked and verified, etc.)
4. Labels will be affixed to a 3x5” index card and put into a single container for all eligible students
participating in the manual lottery.
5. School will record lottery results in the order in which student names are drawn. This will be accomplished by writing the selection number on the card as drawn. Drawing will be done by a neutral third party.
6. Once all numbers are recorded, it establishes the admission order
7. Letters will be generated to offer students an "offer of registration."
8. The remaining students will move to a waitlist based on their lottery number and letters will be sent to waitlisted students indicating their status.
9. Applications received after the enrollment period will be placed on the waitlist in the order in which they are received.
10. The school will keep on file documentation of intent to enroll forms, preference lists, and waiting list.
Element 9: Annual Financial Audit

In compliance with Education Code Section 41020(h), Jardin will file its prior year annual audit report with appropriate local (including the County Office of Education) and state agencies no later than December 15.

In compliance with Education Code 41020.3, Jardin’s board will review at a public meeting the annual audit including audit adjustments, findings/exceptions and recommendation(s), and management letters for the prior fiscal year no later than January 31. The board will ensure that an acceptable plan of action is developed to address these findings and certify to the state by May 15 of actions being taken.

Jardin de la Infancia’s Board of Directors will select an independent auditor and oversee an annual audit of the school’s financial affairs to be completed no later than 4 months after the close Jardin de la Infancia’s fiscal year. The audit will verify the accuracy of the school’s financial statements as well as attendance and enrollment accounting practices. Thus far, Jardin de la Infancia has used the services of Vavrinek, Trine, Day & Co, LLP, Certified Public Accountants and has been deemed by them and LAUSD oversight to be financially responsible by every measure.

The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to the Board of Directors. To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audits will assure that the school’s money is being handled responsibly and that financial statements conform to the Government Auditing Standards. Our Director and our back office provider (ExED) will make all records available to the auditor. Audit exceptions and deficiencies will be resolved in conference with the auditor to the satisfaction of the auditing agency prior to the completion of the auditor's final report.

It is anticipated that the annual audit will be completed each year within four months of close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the chief financial officer of LAUSD and the California Department of Education. Jardin de la Infancia’s Board of Directors will review any audit exceptions or deficiencies and determine means to resolve them.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

a. Provisional Budget - Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals - November following the end of the fiscal year (also to State Controller, LACOE, and County Superintendent of Schools.
g. Classification Report – monthly the Monday after close of the last day of the school month
h. Statistical Report - monthly the Friday after the last day of the school month. In addition:
   1. P1 – first week of January
   2. P2 – first week of April
i. Bell Schedule - November

*District Oversight Costs*

The District may charge for the actual costs of supervisorial oversight of Jardín de la Infancia not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of Jardín de la Infancia not to exceed 3% if Jardín de la Infancia is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allow 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, the Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

*Special Education Revenue Adjustment/Payment for Services*

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

*Audit and Inspection of Records*

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

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

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

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

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

Jardín de la Infancia will develop and maintain internal fiscal control policies governing all financial activities.
Element 10: Student Discipline

Discipline Policy

Student discipline at Jardín de la Infancia will be based on positive support and involve multiple parties including school staff, teachers, parents, and students. Jardín de la Infancia has a comprehensive student discipline policy that is included in the student handbook. School staff will review the discipline policy with students and parents prior to admission to Jardín de la Infancia. By enrolling in the school, the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy will include the students’ rights and responsibilities and the school’s suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process. The policy will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

Students who do not adhere to their responsibilities, and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- warning, both verbal and written
- loss of privileges
- notices to parents by telephone or letter
- parent conference

Students who present an immediate threat to the health and safety of others will be suspended or expelled. The discipline policy will clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reason for suspension, appeal process, length of suspension, provision for student’s education while suspended, etc.

Any student who engages in repeated violations of the school’s behavioral expectations will be required to attend a meeting with the school’s staff and the student’s parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Students who present an immediate threat to health and safety will also be immediately suspended and later expelled by the school's governing board upon recommendation of the Director. The policies of Jardín de la Infancia will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs.

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any if 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.
Suspension and expulsion matters are taken very seriously at Jardín de la Infancia. All efforts to prevent such procedures will be exhausted including, but not limited to, student-teacher meetings, parent-teacher conferences, staff counseling, and appropriate behavioral interventions. The director will review expulsion and suspension procedures and policies each year and modify the list of offenses for which students are subject to suspension or expulsion when appropriate.

**Reasons For Suspension And Expulsion**

A student may be recommended for suspension or expulsion for any of the following reasons as specified in the Education Code Section 48900:

- caused, attempted to cause, or threatened to cause physical injury to another person
- willfully used force or violence upon the person of another.
- 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 Director or the designee of the Director.
- unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 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, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented 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.
- 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. However, this section does not prohibit 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 1104.5 of the Health and Safety Code.
- disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.
- knowingly received stolen school property or private property.
- possessed an imitation firearm.
- committed or attempted to commit a sexual assault or sexual battery.
- 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 the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12)
48900.3 Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-12)
48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-12)
48900.7 Made terrorist threats against school officials, school property or both.

The provisions below apply to both suspension and expulsion processes:

*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
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment; and
- if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability; B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?
*Outcome Data*
Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter School will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy, specifically ensuring all school employees understand the *Guiding Principles for the School Community* and that students understand student expectations as stated on the *Culture of Discipline: Student Expectations.*

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

*Rehabilitation Plans*
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 re-review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

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

*Special Education Students*
In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School’s administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of the Charter School’s failure to implement 504?

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

**, List of Offenses for which a Student is LIABLE to be Suspended**

**Discretionary**

Recklessly causing either serious physical injury to another person, except in self-
defense, or damage to school property or private property.

Leaving school grounds during school hours without permission.

Blatant disrespect towards those in charge or fellow students as demonstrated by using caustic or foul language or other forms of verbal aggression.

Making threats towards anyone.

Continuous disruption of learning environment.

**Non Discretionary**

Knowingly causing or attempting to cause either serious physical injury to another person, except in self-defense, or significant damage to school property or private property.

Unlawful possession, attempt to sell, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.

**List of Offenses for which a Student is Liable to be Expelled**

**Discretionary**

Repeated, reckless causing of either serious physical injury to another person, except in self-defense, or damage to school property or private property.

Repeated blatant disrespect towards those in charge or fellow students as demonstrated by using caustic or foul language or other forms of verbal aggression.

Repeated making threats to anyone.

Repeated continuous disruption of learning environment.

**Non-Discretionary**

Possessing, selling, or otherwise furnishing any firearm, knife, explosive, or other dangerous object of no reasonable use to the student.

Repeated, knowing causing or attempting to cause either serious physical injury to another person, except in self-defense, or significant damage to school property or private property.

Repeated committing or attempting to commit robbery or extortion.

**Process for Suspension**

**Informal Conference**

Suspension shall be preceded by an informal conference conducted by the Director, with the student and his/her parent. 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. The conference may be omitted if the Director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of
students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

Notice to Parents/Guardians
At the time of suspension, the director shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school. If the school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request.

Length of Suspension
The maximum number of days of suspension for a single incident is five (5) consecutive school days, unless the administration and parents/guardians agree to a longer term or under the circumstances set forth in the expulsion procedure. For suspensions exceeding five days, a second conference will be scheduled with the parent/guardian upon completion of the fifth day of suspension to discuss the progress of the suspension. The total number of days for which a student may be suspended shall not exceed 20 school days in any school year unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of school days may be increased by 10 days for a total of 30 suspension days in that school year.

Provisions for Students’ Education While Suspended
Jardin will make all reasonable arrangements to provide the student with classroom materials and current assignments to be completed by the student at home during the suspension.

Process for Expulsion
The decision to recommend expulsion of a student will be made by the Director, or the administrative designee, while the final decision for expulsion rests with the Board of Directors. Notice of the recommendation for expulsion will be provided to the student’s parents as soon as reasonably possible.

Expulsion Procedures
1. Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.
2. The expulsion hearing will be presided over by an administrative hearing panel comprised of a parent, a board member and the school Director or administrative designee. In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The 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.
3. Written notice of the hearing shall be forwarded to the pupil and the pupil’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:
   a. The date and place of the expulsion hearing;
   b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
   c. A copy of the Jardin’s disciplinary rules that relate to the alleged violation;
   d. Notification of the pupil’s or parent/guardian’s obligation to provide information about the pupil’s status at the school to any other school district or school to
which the pupil seeks enrollment;
e. The opportunity for the pupil or the pupil’s parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
f. The right to inspect and obtain copies of all documents to be used at the hearing;
g. The opportunity to confront and question all witnesses who testify at the hearing;
h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil’s behalf including witnesses.
4. 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.
5. 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 Hearing Panel to expel must be supported by substantial evidence that the pupil committed an expellable offense.
6. 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 administrative hearing panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
7. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
8. The decision of the Administrative Hearing Panel shall be in the form of a written recommendation to the Board of Directors will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing.
9. Written Notice to Expel:
The Director or designee following a decision of the Administrative Hearing Panel to expel shall send written notice of the decision to expel, including the Panel’s findings of fact, to the pupil or parent/guardian. This notice shall include the following:
a. Notice of the specific offense committed by the pupil;
b. Notice of the right to appeal the expulsion to the County Board of Education or if the County is unwilling to hear such appeals, an appellate administrative panel composed of retired or current school administrators or teachers who are not related to Jardín to hear expulsion appeals but who will follow the expulsion appeal procedures outlined in Education Code Sections 48921-48924;
c. Notice of the pupil’s or parent/guardian’s obligation to inform any new district in which the pupil seeks to enroll of the pupil’s status with the School.
10. The Director or designee shall send written notice of the decision to expel to the pupil’s district of residence, the Chartering District and the County Office of Education. This notice shall include the following:
a. The pupil’s name;
b. The specific expellable offense committed by the pupil;
c. Disciplinary Records.
**Records & Reporting**

Jardín shall maintain records of all pupil suspensions and expulsions at the School. Both suspension and expulsion data shall be made available for LAUSD’s review upon request and shall be included in Jardín’s performance reports. Prior to the recommendation to suspend or expel a pupil, the Director or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil.

In the event of a decision to expel a student from Jardín de la Infancia, the school will work cooperatively with the parent and the district of residence, county, and/or private schools to ensure the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious behavior shall be communicated to the school to which the student matriculates.

**Rehabilitation Procedure**

Pupils who are expelled from Jardín de la Infancia shall be given a rehabilitation plan upon expulsion as developed by the charter school’s governance council or designated representative at the time of the expulsion order, which may include, but is not limited to, period review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

**Readmission Procedure**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the charter school’s governance and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of the charter school at the time the pupil seeks readmission.

If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, Jardín de la Infancia shall notify the superintendent of the LAUSD of the pupil’s last known address within 30 days, and shall, upon request, provide LAUSD with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
Element 11: STRS, PERS, AND SOCIAL SECURITY COVERAGE

Release days and personal time off for staff will be provided upon request and evaluation of individual circumstances. All employees will earn paid legal holidays.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and Social Security will be provided by Jardín de la Infancia. The Director of Jardín will be responsible for ensuring that Social Security payments are made. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. School staff will not be eligible to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS).

Should Jardín de la Infancia deem it necessary to implement changes to the retirement benefits package, written notification to all employees as well as LAUSD will take place.

Termination
Jardín de la Infancia recognizes two reasons to remove an employee from the payroll:
1. Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave Jardín de la Infancia. To leave in good standing and be eligible for rehire consideration, employees must give at least two weeks prior notice.
2. Involuntary Termination (Discharge). Involuntary termination occurs when Jardín de la Infancia chooses to discharge the employee.

While Jardín de la Infancia is an at-will employer, 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 Director determines that the employee poses a threat to the health, safety, or welfare of the school or students.

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.
Element 12: Attendance Alternatives

Jardín de la Infancia is a school of choice. No student is required to attend, and no employee is required to work at the charter school. The governing board of LAUSD shall not require any pupil enrolled in the school district to attend a charter school. Alternatives to Jardín de la Infancia for these students living within the LAUSD attendance area who opt not to attend the charter school will be the same as those offered to all other students currently residing in the district.

*Pupils who choose not to attend Jardin de la Infancia may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the district.

The parent(s) or guardian(s) of each pupil enrolled in Jardín de la Infancia shall be informed by written language on the enrollment form they sign attesting they read that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in Jardín de la Infancia, except to the extent that such a right is extended by the District.
Element 13: Employee Rights

Job applicants for positions at Jardín de la Infancia will be considered through an open process, and if hired, will enter into an agreement with the school. The relationship with Jardín de la Infancia is at-will in that either Jardín or the employee may terminate the employment relationship at any time with or without cause.

*Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
**Element 14: Dispute Resolution**

The staff and governing board members of Jardín de la Infancia agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Jardín de la Infancia, 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 Jardín de la Infancia 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: 
   c/o School Director 
   Zuzy Chavez 
   Jardín de la Infancia 
   307 East Seventh Street 
   Los Angeles, California 90014 

   To Director of Charter Schools: 
   Director of Charter Schools 
   Los Angeles Unified School District 
   333 South Beaudry Avenue, 25th Floor 
   Los Angeles, California 90017 

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.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 attorney’s fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation
proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: Collective Bargaining

*Jardín de la Infancia is deemed the exclusive public school employer of the employees of Jardin for the purposes of the Educational Employee Relations Act (EERA).

Jardín de la Infancia will comply with all Educational Employment Relations Act (EERA) provisions and will act independently from LAUSD. In accordance with 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 employed on an individual basis.
*Element 16: School Closure Procedures*

**Revocation**
The District may revoke the charter if Jardín de la Infancia 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 Jardín de la Infancia if the District finds, through a showing of substantial evidence, that the charter school did any of the following:

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

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

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

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Jardín de la Infancia will be issued by Jardín de la Infancia 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 Jardin de la Infancia 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 Jardin de la Infancia 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. The Jardin de la Infancia shall make written notification to the California Department of Education of the Closure Action 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

Jardin de la Infancia shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy
and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**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 over-payment 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.

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

Jardin de la Infancia 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 Jardin de la Infancia 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 Jardín de la Infancia 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 Jardín de la Infancia’s right to operate as a Charter School or cause Jardín de la Infancia to cease operation. Jardín de la Infancia 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 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.
OTHER OPERATIONAL ISSUES

*Facilities

Proposed Charter School Location is 307 East Seventh Street, Los Angeles 90014 and 611 South Lorena Street, Los Angeles 90023
Names of District school sites near proposed location
Proposed Charter School to be located within the boundaries of LAUSD.

Jardín de la Infancia will continue classes at its existing facility located at 307 East Seventh Street in Downtown Los Angeles and at 611 S. Lorena in Boyle Heights. The facilities have Certificates of Occupancy.

*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 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.

**Liability and Indemnity**
To the fullest extent of the law, Jardín de la Infancia will be deemed to be a “school district” for purposes of Section 41302.5 and Sections 8 and 8.5 Article XVI of the California Constitution.

The Board, the school Director, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of Jardín de la Infancia, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. Jardín de la Infancia and/or its non-profit corporation will be solely responsible for the debts or obligations of the charter school.

**Financial Plan**
Jardín de la Infancia will engage an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The audited annual financial statements will be submitted to LAUSD within four months following the close of the fiscal year. Jardín de la Infancia will prepare all other necessary financial reports to be submitted to LAUSD. Two interim reports and a year-end report, in a format to be provided by LAUSD, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to LAUSD unless a different system is agreed to by all parties. All necessary financial and other reports will be provided to LAUSD as requested in a timely manner.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- Provisional Budget – 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
- Audited Actuals – November 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:
  - For P1, first week of January
  - For P2, first week of April
i. Bell Schedule – annually by November
j. Other reports requested by LAUSD

Jardín de la Infancia will be responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

Jardín de la Infancia will conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Charter schools that elect to receive funding directly are responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. Jardín de la Infancia provides LAUSD with all financial and related reports, including enrollment attendance to enable LAUSD to meet its requirements by law.

LAUSD may at its discretion provide services to Jardín de la Infancia on a fee for service basis, if requested by Jardín de la Infancia to do so. In such a case, LAUSD will determine the cost of providing such services.

**Attendance Accounting**

Jardín de la Infancia implements an attendance recording and accounting system that complies with LAUSD, LACOE, and CDE requirements. Classroom teachers take daily attendance and school staff will verify absences. A daily absent list is compiled and parents/guardians are called to determine the reason for a student’s absence. Required reports are completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance data to LAUSD on a monthly basis.

**Food Service Program**

Jardín de la Infancia maintains its own Child Nutrition Program and has its own LEA status from the State and Federal Child Nutrition Program. Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.
Appendix A: Three-year Financial Plan