

LASHON ACADEMY CHARTER SCHOOL



A Charter School Petition for A Five Year Term (2012-2017)

Respectfully Submitted to: The Los Angeles Unified School District Board of Education

Los Angeles Unified School District - Innovation and Charter Schools Division
333 South Beaudry Avenue, 25th Floor, Los Angeles, CA 90017 – (213) 241-2487

March 2, 2012

Lashon Academy Charter School

info@lashonacademy.org - (818) 514-4566

Original portions of this Petition are copyright of the
Lashon Academy Charter School, Los Angeles, CA. All Rights Reserved 2012

Tab 2. Table of Contents

TAB 2. TABLE OF CONTENTS	1
TAB 3. LETTER OF INTENT	13
TAB 4. CHARTER BRIEFING PAGE	15
TAB 5. INITIAL SCREENING CHECKLIST	21
TAB 6. LASHON ACADEMY – THE CHARTER PETITION	31
AFFIRMATIONS AND ASSURANCES	31
ELEMENT 1 – THE EDUCATIONAL PROGRAM	34
INTRODUCTION	34
STUDENTS TO BE SERVED/EDUCATED	35
TARGET STUDENT POPULATION	37
TARGET MARKET DEMOGRAPHICS	38
SURROUNDING SCHOOLS ACADEMIC ACHIEVEMENT	39
COMMUNITY AND SCHOOL DEMOGRAPHICS	40
MISSION AND VISION	42
OUR MISSION	42
OUR VISION	42
THE MEANING OF “LASHON”:	43
OUR VALUES:	43
EDUCATIONAL PHILOSOPHY	43
WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY	44
HOW LEARNING BEST OCCURS	44
HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS	49
A TYPICAL DAY AT LASHON ACADEMY	51
INSTRUCTIONAL PROGRAM AND CURRICULUM	56
INSTRUCTIONAL PROGRAM AND CURRICULUM THE SCHOOL PLANS TO USE	56
CORE SUBJECTS, TEACHING METHODOLOGIES, TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES	64
SCOPE AND SEQUENCE OF SKILLS TO BE TAUGHT ACROSS THE GRADE LEVELS AND THE DIFFERENT SUBJECTS THE SCHOOL PLANS TO TEACH	84
HOW THE CURRICULUM ADDRESSES CALIFORNIA CONTENT STANDARDS	177
HOW THE TEACHING METHODOLOGIES AND INSTRUCTIONAL PROGRAM ADDRESS THE NEEDS OF THE TARGETED STUDENT POPULATION	177
EVIDENCE (RESEARCH-BASED) THAT THE PROPOSED INSTRUCTIONAL PROGRAM HAS BEEN SUCCESSFUL WITH SIMILAR STUDENT POPULATIONS AND/OR WILL BE SUCCESSFUL WITH THE CHARTER’S TARGETED POPULATION	178

NCLB — STUDENT ACHIEVEMENT AND CREDENTIALING	180
HOW THE SCHOOL WILL RECRUIT TEACHERS WHO ARE QUALIFIED TO DELIVER THE PROPOSED INSTRUCTIONAL PROGRAM.....	181
HOW THE SCHOOL WILL PROVIDE ONGOING PROFESSIONAL DEVELOPMENT TO ENSURE THAT TEACHERS HAVE THE SKILLS TO DELIVER THE PROPOSED INSTRUCTIONAL PROGRAM	183
ALLOCATION OF INSTRUCTIONAL TIME TO DIFFERENT SUBJECT MATTER AREAS	190
INSTRUCTIONAL PROGRAM FOR SPECIAL POPULATIONS	193
STUDENT SUCCESS TEAM (SST)	193
THE SST PROCESS.....	194
INSTRUCTIONAL PROGRAM MEETS THE NEEDS OF STUDENT POPULATION	195
ENGLISH LEARNERS (INCLUDING RECLASSIFICATION).....	195
SOCIOECONOMICALLY DISADVANTAGED STUDENTS.....	210
GIFTED STUDENTS	210
STUDENTS ACHIEVING BELOW GRADE LEVEL	212
SPECIAL EDUCATION	214
STUDENTS WITH DISABILITIES	214
*SPECIAL EDUCATION PROGRAM – LAUSD SPECIFIC LANGUAGE	214
PROCEDURAL SAFEGUARDS/DUE PROCESS HEARINGS.....	217
COMPLAINTS	217
SELPA REORGANIZATION.....	218
FUNDING FOR SPECIAL EDUCATION.....	218
DISTRICT RESPONSIBILITIES RELATING TO CHARTER SCHOOL SPECIAL EDUCATION PROGRAM	219
MODIFICATIONS TO SPECIAL EDUCATION RESPONSIBILITIES AND FUNDING	219
*MODIFIED CONSENT DECREE REQUIREMENTS – LAUSD SPECIFIC LANGUAGE	220
SERVING HIGH SCHOOL STUDENTS	221
IMPLEMENTATION PLAN FOR THE SCHOOL’S INSTRUCTIONAL PROGRAM, INCLUDING A TIMELINE FOR IMPLEMENTATION OF VARIOUS COMPONENTS OF THE PLAN	221
ELEMENT 2 – MEASURABLE STUDENT OUTCOMES	226
ANTICIPATED SKILLS AND KNOWLEDGE OUTCOMES FOR STUDENTS.....	226
ENGLISH LANGUAGE ARTS.....	226
MATHEMATICS	227
SCIENCE	227
SOCIAL STUDIES	228
MODERN HEBREW	228
STUDENT ACHIEVEMENT TARGETS FOR API, AYP AND STAR PROGRAM	229
ADDITIONAL MEASURABLE STUDENT OUTCOMES.....	229
ACCOUNTABILITY FOR STUDENT PROGRESS	232
ASSESSMENT SCHEDULE	232

ELEMENT 3 – METHODS BY WHICH STUDENT OUTCOMES WILL BE MEASURED233

*TESTING — LAUSD-SPECIFIC LANGUAGE	233
METHODS FOR ASSESSING STUDENT OUTCOMES.....	233
CTB TERRANOVA READING AND MATH.....	234
FOUNTAS & PINNELL BENCHMARK ASSESSMENT SYSTEM	235
CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST	235
CALIFORNIA STANDARDS TESTS	236
CALIFORNIA FITNESS TEST	236
CONTENT-SPECIFIC ASSESSMENTS	236
ASSESSMENT IN ENGLISH LANGUAGE ARTS	236
ASSESSMENT IN MATHEMATICS.....	238
ASSESSMENT IN SOCIAL STUDIES	239
ASSESSMENT IN SCIENCE.....	239
ASSESSMENT IN MODERN HEBREW	240
ASSESSMENT PLAN SCHEDULE.....	241
USE OF ASSESSMENT DATA.....	246
USE OF ASSESSMENT DATA TO INFORM INSTRUCTION	248
HOW ASSESSMENT DATA WILL BE COMMUNICATED TO PARENTS/GUARDIANS.....	249

ELEMENT 4 – GOVERNANCE 250

CHARTER SCHOOL INCORPORATION	250
*ETHICS AND CONFLICT OF INTEREST — LAUSD-SPECIFIC LANGUAGE	250
*DISTRICT RIGHT TO APPOINT A SINGLE REPRESENTATIVE — LAUSD-SPECIFIC LANGUAGE	250
RELATIONSHIP WITH THE DISTRICT	250
GOVERNANCE STRUCTURE & DECISION-MAKING PROCESS.....	251
MAINTAINING ACTIVE AND EFFECTIVE CONTROL OF LASHON ACADEMY	251
BOARD DUTIES AND RESPONSIBILITIES	252
SELECTING MEMBERS OF THE BOARD OF DIRECTORS	253
BOARD TRAINING AND PLANNING	255
BOARD FISCAL PLANNING.....	255
BROWN ACT COMPLIANCE	255
MEETING FREQUENCY & NOTICING BY TYPE OF MEETING	255
CLOSED SESSIONS.....	256
LOCATION OF BOARD MEETINGS	257
PARENT, STUDENT, TEACHER, OTHER STAFF & OTHER STAKEHOLDER CONSULTATION	257
PARENT INVOLVEMENT	257
ORGANIZATION CHART	257

RÉSUMÉS AND QUESTIONNAIRE RESPONSES	258
ETHICS AND CONFLICT OF INTEREST POLICY	258
FORM 700 STATEMENT OF ECONOMIC INTERESTS	259
GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS	259
*LAUSD CHARTER POLICY – LAUSD-SPECIFIC LANGUAGE	260
*RESPONDING TO INQUIRIES — LAUSD-SPECIFIC LANGUAGE	260
*NOTIFICATIONS — LAUSD-SPECIFIC LANGUAGE	260
AUDIT AND INSPECTION OF RECORDS	260
PROCESS OF AMENDMENT TO CHARTER	261
PUBLIC LAWS (STATE AND FEDERAL LAWS)	261
CONTRACTUAL SERVICES	261
SUPERVISORIAL OVERSIGHT SERVICES	261
ELEMENT 5 – EMPLOYEE QUALIFICATIONS	262
NO CHILD LEFT BEHIND (NCLB)	262
ROLES AND FUNCTIONS OF STAFF	262
QUALIFICATIONS, REQUIREMENTS AND CREDENTIALS	269
MEASURES OF PERFORMANCE ASSESSMENT	273
PRINCIPAL PERFORMANCE MEASURES	274
OFFICE MANAGER PERFORMANCE MEASURES	276
JOB DESCRIPTIONS FOR POSITIONS	276
PROCESS FOR RECRUITING TEACHERS AND OTHER STAFF	276
GENERAL DESCRIPTION OF COMPENSATION	277
PROCESS FOR STAFF SELECTION	278
PROCEDURE FOR ADEQUATE BACKGROUND CHECKS & SECURITY OF CRIMINAL OFFENDER RECORD INFORMATION	280
PROCEDURES FOR EVALUATING CREDENTIALS & MONITORING CHANGES & EXPIRATIONS OF CREDENTIALS & TB CLEARANCES	281
ELEMENT 6 – HEALTH AND SAFETY	283
*INSURANCE REQUIREMENTS – LAUSD SPECIFIC LANGUAGE	283
*EVIDENCE OF INSURANCE – LAUSD SPECIFIC LANGUAGE	284
*HOLD HARMLESS/INDEMNIFICATION PROVISION – LAUSD SPECIFIC LANGUAGE	285
HEALTH AND SAFETY	286
PROCEDURES FOR CAMPUS VISITORS	286
PROCEDURES FOR BACKGROUND CHECKS	286
ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS	286
TUBERCULOSIS (TB) SCREENING REQUIREMENTS	287

IMMUNIZATIONS	287
MEDICATION IN SCHOOL	287
VISION, HEARING/SCOLIOSIS	287
FOOD SERVICE AND OTHER AUXILIARY SERVICES SAFETY.....	287
MAINTENANCE AND OPERATIONS.....	287
FACILITY PLAN	288
FACILITY SAFETY	288
COMPREHENSIVE SCHOOL SAFETY PLAN FOR EMERGENCY PREPAREDNESS	289
FIRE, EARTHQUAKE, LOCK DOWN, AND EVACUATION DRILLS	289
BLOOD BORNE PATHOGENS	290
DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT	290
COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES.....	290
ASBESTOS MANAGEMENT	290
HEALTHY SCHOOLS ACT	290
ELEMENT 7 – RACIAL AND ETHNIC BALANCE	291
*COURT-ORDERED INTEGRATION – LAUSD SPECIFIC LANGUAGE.....	291
*NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS – LAUSD SPECIFIC LANGUAGE.....	291
*FEDERAL COMPLIANCE– LAUSD SPECIFIC LANGUAGE	292
OUTREACH EFFORTS	293
LANGUAGES TO BE UTILIZED IN THE OUTREACH	293
WHERE? THE GEOGRAPHIC AREAS THAT WILL BE TARGETED IN OUTREACH EFFORTS	293
HOW? A VARIETY OF COMMUNICATION METHODS TO ADVERTISE AND TO RECRUIT STUDENTS..	294
WHEN? ACHIEVING CONSISTENCY IN OUR OUTREACH EFFORTS TO ATTAIN RACIAL AND ETHNIC BALANCE	296
ELEMENT 8 – ADMISSION REQUIREMENTS.....	297
ADMISSION REQUIREMENTS AND ASSURANCES.....	297
ADMISSION REQUIREMENTS	297
MCKINNEY-VENTO HOMELESS ASSISTANCE ACT	298
RECRUITING ACADEMICALLY LOW-ACHIEVING, SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES	298
ADMISSION PREFERENCES	299
HOW ADMISSION PREFERENCES WILL BE IMPLEMENTED AND WAITING LIST	299
IMPLEMENTATION OF RANDOM PUBLIC LOTTERY.....	300
LOTTERY PROCEDURES	301
ELEMENT 9 – FINANCIAL AUDITS	303

*DISTRICT OVERSIGHT COSTS – LAUSD-SPECIFIC LANGUAGE	303
BALANCE RESERVES	303
*SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES – LAUSD-SPECIFIC LANGUAGE.....	303
*AUDIT AND INSPECTION OF RECORDS – LAUSD SPECIFIC LANGUAGE	303
ANNUAL INDEPENDENT FISCAL AUDIT	304
AUDIT INFORMATION PLANS AND SYSTEMS	305
RESOLVING AUDIT EXCEPTIONS.....	305
BUSINESS MANAGEMENT AND BUDGETS	305
FINANCIAL REPORTS	306
CHARTER SCHOOL REVOLVING LOAN FUND.....	307
ELEMENT 10 – STUDENT EXPULSIONS	309
*SUSPENSIONS AND EXPULSIONS – LAUSD SPECIFIC LANGUAGE.....	309
GENERAL DISCIPLINE APPROACH.....	310
INVOLVING STAKEHOLDERS (STAFF, PARENTS, STUDENTS, LEGAL COUNSEL).....	310
LOCATION OF OFFENSE.....	311
REASONS FOR EXPULSION	312
MANDATORY SUSPENSION AND RECOMMENDATION FOR EXPULSION	312
DISCRETIONARY RECOMMENDATION FOR EXPULSION	312
GROUNDS FOR SUSPENSION -- OR EXPULSION, DEPENDING ON SEVERITY OR NUMBER OF OCCURRENCES	313
DUE PROCESS AT LASHON ACADEMY	313
SUSPENSION PROCEDURES.....	314
EXPULSION PROCEDURES	316
*OUTCOME DATA – LAUSD SPECIFIC LANGUAGE	322
*REHABILITATION PLANS – LAUSD SPECIFIC LANGUAGE	322
*READMISSION – LAUSD SPECIFIC LANGUAGE	322
*SPECIAL EDUCATION STUDENTS – LAUSD SPECIFIC LANGUAGE	322
*GUN FREE SCHOOLS ACT – LAUSD SPECIFIC LANGUAGE.....	323
ELEMENT 11 – RETIREMENT PROGRAMS.....	324
MANNER BY WHICH STAFF MEMBERS WILL BE COVERED BY STRS, PERS, SOCIAL SECURITY OR MEDICARE	324
REPORTING PERS/STRS CONTRIBUTIONS.....	324
RELATIONSHIP BETWEEN THE TEACHERS AND THE DISTRICT/COUNTY BARGAINING UNIT	324
LABOR PROCEDURES WHICH WILL BE APPLIED TO EMPLOYEES	325
PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES	325
PROCESS FOR ENSURING DUE PROCESS.....	325

PROCESS FOR STAFF RECRUITMENT, SELECTION, EVALUATION AND TERMINATION	325
PROCEDURE FOR PROCESSING AND MONITORING CREDENTIALS	326
PROCESS BY WHICH SALARIES, BENEFITS, AND WORKING CONDITIONS, I.E., CALENDARS, HOLIDAYS, VACATIONS, WORK DAY AND YEAR, WILL BE DETERMINED	326
ELEMENT 12 – ATTENDANCE ALTERNATIVES	327
CHOICE OPTIONS IN LAUSD	327
NO RIGHT TO ADMISSION ELSEWHERE BECAUSE OF CHARTER ADMISSION	327
NO REQUIRED ENROLLMENT	327
NO REQUIRED EMPLOYMENT	327
ELEMENT 13 – EMPLOYEE RIGHTS	328
*RETURN RIGHTS OF EMPLOYEES – LAUSD SPECIFIC LANGUAGE	328
EMPLOYEE RIGHTS/EMPLOYMENT STATUS CONSISTENT WITH CURRENT COLLECTIVE BARGAINING AGREEMENT	328
ELEMENT 14 – DISPUTE RESOLUTION	330
*MANDATORY DISPUTE RESOLUTION – LAUSD SPECIFIC LANGUAGE	330
ELEMENT 15 – EMPLOYER STATUS AND COLLECTIVE BARGAINING.....	333
ELEMENT 16 – PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES..	334
REVOCATION	334
TERM AND RENEWAL PROCESS	334
*CLOSURE ACTION – LAUSD-SPECIFIC LANGUAGE	335
*CLOSURE PROCEDURES – LAUSD-SPECIFIC LANGUAGE.....	335
*FACILITIES – LAUSD-SPECIFIC LANGUAGE.....	340
APPENDICES	Error! Bookmark not defined.
APPENDIX A. HEBREW CHARTER SCHOOL CENTER OVERVIEW	Error! Bookmark not defined.
APPENDIX B. DEMOGRAPHIC INFORMATION (SURROUNDING SCHOOLS DATA)	Error! Bookmark not defined.
APPENDIX C. PROFICIENCY APPROACH.....	Error! Bookmark not defined.
STANDARDS FOR FOREIGN LANGUAGE LEARNING: PREPARING FOR THE 21ST CENTURY	Error! Bookmark not defined.
ACTFL PROFICIENCY GUIDELINES C SPEAKING, REVISED 1999	Error! Bookmark not defined.
ACTFL PRELIMINARY PROFICIENCY GUIDELINES REVISED 2001	Error! Bookmark not defined.
APPENDIX D. WORKSHOP MODEL	Error! Bookmark not defined.
APPENDIX E. ARTICLES OF INCORPORATION AND	Error! Bookmark not defined.
CERTIFICATE OF AMENDMENT	Error! Bookmark not defined.
APPENDIX F. BOARD BY-LAWS.....	Error! Bookmark not defined.

APPENDIX G. LASHON ACADEMY ORGANIZATION CHARTError! Bookmark not defined.

APPENDIX H. CONFLICT OF INTEREST POLICIES.....Error! Bookmark not defined.

APPENDIX I. JOB DESCRIPTIONS: ADMINISTRATION, TEACHERS, NON-TEACHING STAFF POSITIONS.....Error! Bookmark not defined.

PRINCIPAL..... **Error! Bookmark not defined.**

CURRICULUM COORDINATOR/TESTING COORDINATOR (HEBREW/ENGLISH). **Error! Bookmark not defined.**

CERTIFICATED CLASSROOM TEACHER (GRADES K-6)..... **Error! Bookmark not defined.**

HEBREW ELEMENTARY CLASSROOM INSTRUCTOR **Error! Bookmark not defined.**

OFFICE MANAGER **Error! Bookmark not defined.**

OFFICE CLERK/RECEPTIONIST..... **Error! Bookmark not defined.**

APPENDIX J. BUDGET.....Error! Bookmark not defined.

LASHON ACADEMY BUDGET NARRATIVE..... **Error! Bookmark not defined.**

APPENDIX K. TEACHER SIGNATURE PAGEError! Bookmark not defined.

MEANINGFULLY INTERESTED TEACHER RÉSUMÉS AND TEACHER CREDENTIALS..... **Error! Bookmark not defined.**

TAB 7. RÉSUMÉS OF FOUNDING MEMBERSError! Bookmark not defined.

RÉSUMÉ – ALLA RATYNETS **Error! Bookmark not defined.**

RÉSUMÉ – DANIEL WEINTRAUB..... **Error! Bookmark not defined.**

RÉSUMÉ – DEBORAH FEIGELSTOCK **Error! Bookmark not defined.**

RÉSUMÉ– MIRIAM BACKMAN..... **Error! Bookmark not defined.**

RÉSUMÉ– SHLOMIT LIPTON **Error! Bookmark not defined.**

TAB 8. RÉSUMÉS FOR LEAD PETITIONERSError! Bookmark not defined.

RÉSUMÉS FOR LEAD PETITIONERS – MARIA GENNARO **Error! Bookmark not defined.**

RÉSUMÉS FOR LEAD PETITIONERS –HINDIE WEISSMAN **Error! Bookmark not defined.**

RÉSUMÉS FOR LEAD PETITIONERS – AARON LISTHAUS..... **Error! Bookmark not defined.**

RÉSUMÉS FOR LEAD PETITIONERS –JONI BERMAN **Error! Bookmark not defined.**

TAB 9. RÉSUMÉS FOR PRINCIPAL & FINANCIAL MANAGERError! Bookmark not defined.

RÉSUMÉ FOR PRINCIPAL – CHRISTINE LOUISE STRINGER BACCUS..... **Error! Bookmark not defined.**

RÉSUMÉ FOR ON-SITE FINANCIAL MANAGER – LYDIETT VEGA ... **Error! Bookmark not defined.**

TAB 10. RÉSUMÉS AND QUESTIONNAIRES FOR BOARD MEMBERSError! Bookmark not defined.

(1) RÉSUMÉ OF BOARD MEMBER –RIVKA DORI, MEMBER..... **Error! Bookmark not defined.**

BOARD MEMBER QUESTIONNAIRE –RIVKA DORI, MEMBER **Error! Bookmark not defined.**

(2) RÉSUMÉ OF BOARD MEMBER –JOSH FEIGELSTOCK, PRESIDENT	Error! Bookmark not defined.
BOARD MEMBER QUESTIONNAIRE –JOSH FEIGELSTOCK, PRESIDENT	Error! Bookmark not defined.
(3) RÉSUMÉ OF BOARD MEMBER – PASTOR JIM TOLLE, VICE PRESIDENT ...	Error! Bookmark not defined.
BOARD MEMBER QUESTIONNAIRE –PASTOR JIM TOLLE, VICE PRESIDENT	Error! Bookmark not defined.
(4) RÉSUMÉ OF BOARD MEMBER –AVI WAGNER, SECRETARY....	Error! Bookmark not defined.
BOARD MEMBER QUESTIONNAIRE –AVI WAGNER, SECRETARY .	Error! Bookmark not defined.
(5) RÉSUMÉ OF BOARD MEMBER –MARK COMER, TREASURER .	Error! Bookmark not defined.
BOARD MEMBER QUESTIONNAIRE –MARK COMER, TREASURER	Error! Bookmark not defined.
TAB 11. RESOLUTION FROM BOARD OF DIRECTORS	Error! Bookmark not defined.
TAB 12. PROPOSED PRE ENROLLMENT AND ENROLLMENT FORMS	Error! Bookmark not defined.
TAB 13. SAMPLE PARENT AND STUDENT HANDBOOK	Error! Bookmark not defined.
TAB 14. LASHON ACADEMY EMERGENCY MANAGEMENT PLAN	Error! Bookmark not defined.
TAB 15. LAUSD DISCIPLINE FOUNDATION POLICY...	Error! Bookmark not defined.
TAB 16. HCSC SUPPORTING FOUNDATION LETTER .	Error! Bookmark not defined.
TAB 17. CCSA LETTER OF SUPPORT	Error! Bookmark not defined.
TAB 18. PROPOSED LETTER OF CREDIT FROM BANK	Error! Bookmark not defined.
TAB 19. MEMORANDUM OF UNDERSTANDING	
FINANCIAL MANAGEMENT EXED.....	Error! Bookmark not defined.

Table of Figures

FIGURE 1. TARGET AREA	39
FIGURE 2. TARGET AREA ELEMENTARY SCHOOLS IN PROGRAM IMPROVEMENT	40
FIGURE 3. 2012-2013 STUDENT CALENDAR.....	191
FIGURE 4. GEOGRAPHIC TARGET AREA.....	294

Table of Tables

TABLE 1. LASHON ACADEMY STUDENT ENROLLMENT PROJECTIONS.....	37
TABLE 2. EDUCATION LEVEL OF ADULT POPULATION IN VAN NUYS AREA	41

TABLE 3. PRINCIPLES OF BEST PRACTICE LEARNING.....	46
TABLE 4. DAILY SCHEDULE	65
TABLE 5. TYPICAL WEEK OF WORD STUDY	67
TABLE 6. SUGGESTED CALENDARS FOR READING WORKSHOP BY GRADE LEVEL	69
TABLE 7. SUGGESTED CALENDARS FOR WRITING WORKSHOP BY GRADE LEVEL.....	73
TABLE 8. SAMPLE GRADE 1 MATH WORKSHOP: UNDERSTANDING ADDITION	77
TABLE 9. KINDERGARTEN - ENGLISH LANGUAGE ARTS	
SCOPE AND SEQUENCE (YEAR AT A GLANCE)	85
TABLE 10. GRADE 1 - ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE (YEAR AT A GLANCE) .	87
TABLE 11. GRADE 2 - ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE (YEAR AT A GLANCE) .	89
TABLE 12. GRADE 3 - ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE (YEAR AT A GLANCE) .	92
TABLE 13. GRADE 4 - ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE (YEAR AT A GLANCE) .	95
TABLE 14. GRADE 5 - ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE (YEAR AT A GLANCE) .	99
TABLE 15. GRADE 6 - ENGLISH LANGUAGE ARTS SCOPE AND SEQUENCE (YEAR AT A GLANCE)	102
TABLE 16. KINDERGARTEN - MATHEMATICS SCOPE AND SEQUENCE (YEAR AT A GLANCE).....	107
TABLE 17. GRADE 1 - MATHEMATICS SCOPE AND SEQUENCE (YEAR AT A GLANCE)	110
TABLE 18. GRADE 2 - MATHEMATICS SCOPE AND SEQUENCE (YEAR AT A GLANCE)	112
TABLE 19. GRADE 3 - MATHEMATICS SCOPE AND SEQUENCE (YEAR AT A GLANCE)	114
TABLE 20. GRADE 4 - MATHEMATICS SCOPE AND SEQUENCE (YEAR AT A GLANCE)	117
TABLE 21. GRADE 5 - MATHEMATICS SCOPE AND SEQUENCE (YEAR AT A GLANCE)	121
TABLE 22. GRADE 6 - MATHEMATICS SCOPE AND SEQUENCE (YEAR AT A GLANCE)	125
TABLE 23. KINDERGARTEN– SOCIAL STUDIES SCOPE AND SEQUENCE (YEAR AT A GLANCE).....	129
TABLE 24. GRADE 1– SOCIAL STUDIES SCOPE AND SEQUENCE (YEAR AT A GLANCE)	132
TABLE 25. GRADE 2– SOCIAL STUDIES SCOPE AND SEQUENCE (YEAR AT A GLANCE)	134
TABLE 26. GRADE 3 – SOCIAL STUDIES SCOPE AND SEQUENCE (YEAR AT A GLANCE)	136
TABLE 27. GRADE 4 – SOCIAL STUDIES SCOPE AND SEQUENCE (YEAR AT A GLANCE)	139
TABLE 28. GRADE 5 – SOCIAL STUDIES SCOPE AND SEQUENCE (YEAR AT A GLANCE)	143
TABLE 29. GRADE 6 – SOCIAL STUDIES SCOPE AND SEQUENCE (YEAR AT A GLANCE)	147
TABLE 30. KINDERGARTEN - SCIENCE SCOPE AND SEQUENCE (YEAR AT A GLANCE)	151
TABLE 31. GRADE 1 - SCIENCE SCOPE AND SEQUENCE (YEAR AT A GLANCE)	153
TABLE 32. GRADE 2 – SCIENCE SCOPE AND SEQUENCE (YEAR AT A GLANCE).....	154
TABLE 33. GRADE 3 - SCIENCE SCOPE AND SEQUENCE (YEAR AT A GLANCE)	157
TABLE 34. GRADE 4 - SCIENCE SCOPE AND SEQUENCE (YEAR AT A GLANCE)	158

TABLE 35. GRADE 5 - SCIENCE SCOPE AND SEQUENCE (YEAR AT A GLANCE)	163
TABLE 36. GRADE 6 - SCIENCE SCOPE AND SEQUENCE (YEAR AT A GLANCE)	166
TABLE 37. KINDERGARTEN – MODERN HEBREW LANGUAGE	
SCOPE AND SEQUENCE (YEAR AT A GLANCE)	169
TABLE 38. GRADE 1- MODERN HEBREW LANGUAGE	
SCOPE AND SEQUENCE (YEAR AT A GLANCE)	170
TABLE 39. GRADE 2- MODERN HEBREW LANGUAGE	
SCOPE AND SEQUENCE (YEAR AT A GLANCE)	171
TABLE 40. GRADE 3 - MODERN HEBREW LANGUAGE	
SCOPE AND SEQUENCE (YEAR AT A GLANCE)	172
TABLE 41. GRADE 4 - MODERN HEBREW LANGUAGE	
SCOPE AND SEQUENCE (YEAR AT A GLANCE)	173
TABLE 42. GRADE 5 - MODERN HEBREW LANGUAGE	
SCOPE AND SEQUENCE (YEAR AT A GLANCE)	174
TABLE 43. GRADE 6 - MODERN HEBREW LANGUAGE	
SCOPE AND SEQUENCE (YEAR AT A GLANCE)	175
TABLE 44. ELL STUDENTS IN THE READING AND WRITING WORKSHOP.....	197
TABLE 45. CLASSROOM STRATEGIES FOR RAISING LOW ACHIEVING OR AT-RISK STUDENTS....	213
TABLE 46. CURRICULUM IMPLEMENTATION WORK PLAN	223
TABLE 47. CONFERENCE BINDER.....	237
TABLE 48. ENVISION MATH INSTRUCTIONAL DESIGN	238
TABLE 49. LIST OF ASSESSMENTS AND WHEN ADMINISTERED	242

This page intentionally left blank.

Tab 3. Letter of Intent

LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

Letter of Intent to Apply for a Charter School

Name of proposed charter school	Lashon Academy		
General location of proposed charter	LAUSD District 1 (Van Nuys)		
Projected Grade Levels-Year 1	K-2	Projected Grade Levels-Year 5	K-6
Projected Enrollment-Year 1	288	Projected Enrollment-Year 5	660

Lead Petitioner Information:

Name	Josh Feigelstock		
Address	12320 Burbank Blvd, Valley Village, CA 91607		
Phone number(s)	818-514-4566	Fax	
E-mail address	josh@lashonacademy.org		

Other members of the Charter Development team

Deborah Feigelstock

Maria Gennaro

Aaron Listhaus

Alla Ratynets

Pastor Jim Tolle

Avi Wagner

Hindie Weissman

Certification:

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

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

☐ I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Josh Feigelstock

PRINT NAME

SIGNATURE

Jan 3 2012

DATE

Los Angeles Unified School District
Charter School Application
Revised May 3, 2011

This page intentionally left blank.

Tab 4. Charter Briefing Page

This page is to be submitted with your final charter petition. The information you supply will be incorporated into the Board Report that will be submitted to the Los Angeles Unified School District's Board of Education on your behalf. Please address the following categories:

Name of Organization Applying for Charter

Lashon Academy Charter School

Projected Grades Served-Year 1: K-2 / Grades Served-Year 5: K-6

Projected Enrollment Year 1: 288 / Number of Students -Year 5: 660

Location Address or Target Neighborhood

LAUSD Districts 1 (Van Nuys)

Facility Status/Location

The address of Lashon Academy is not yet secured. Lashon Academy is searching for a facility located in the target area of Van Nuys in Los Angeles County.

Prop. 39 –Application Submitted?

Lashon Academy will not apply for Prop 39 facilities during the initial school year.

Does the location meet Board Policy? (Low API, Overcrowded)

Lashon Academy will target student recruitment in the Van Nuys area where there is a high concentration of failing elementary schools and a high proportion of students living in poverty. According to the California Department of Education 2010 Adequate Yearly Progress Report (AYP) listing, eighteen (18) of the twenty-nine (29) elementary schools in the target area were in Program Improvement (PI), i.e., nearly 62% of the neighborhood schools. Further breakdown shows that of these 18 schools, one-third (6) are in PI Year 4 or 5; two of which are in their second year of Year 5. In the portions of Local Districts 1 and 2 that Lashon Academy is targeting, there are a higher proportion of students living in poverty, as demonstrated by the median FRPM eligibility rate of 86.5%. Disturbingly, the statistical distribution is bi-modal with four schools having 90% of their student population eligible for FRPM and four other schools having 100% eligible.

Lashon Academy will implement an educational program to foster academic achievement of all students from this environment using a research-based, innovative design that: 1) is rigorous and aligned with the Common Core State Standards; 2) differentiates instruction based on ongoing assessment data to meet the individual academic needs of each student; 3) provides strong support for English Language Learners, as well as, instruction in a second language; and 4) uses a co-teaching model to maximize student learning in a socioeconomically diverse environment. This educational program design has proven successful at the Hebrew Language Academy in New York and Hatikvah International Academy Charter School in New Jersey, both of which serve diverse populations.

Board of Directors

Josh Feigelstock, President

Avi Wagner, Secretary

Mark Comer, Treasurer

Rivka Dori, Member

Pastor Jim Tolle, Vice President

Description of Mission

The Lashon Academy mission is to prepare culturally diverse K-6 grade students to be self-directed learners and responsible global citizens, by fostering academic excellence, utilizing research-based instructional approaches in a multi-lingual and service learning integrated environment.

Description of Vision

The Lashon Academy's vision is to create a school where children of all backgrounds and abilities together will learn, achieve and become productive members of the world community. In a workshop environment, infused with Modern Hebrew, students will demonstrate proficiency in English and Modern Hebrew, and will be actively engaged in local and global service learning.

We Believe:

- that education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community;
- that all children can achieve;
- the development of proficiency in multiple languages enhances students' cognitive development and academic achievement; and

- that the capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one's community are critical to the development of tomorrow's leaders.

Our Values:

Lashon Academy places a high value on academic excellence, communication in multiple languages, and community service. We emphasize respect for all people and guide our students towards mutual understanding and respect for others. Through service learning, all students are instilled with a sense of their social responsibility and efficacy.

At Lashon Academy, we accept the charge to help every student of our school achieve at their highest capacity in academics and to grow as citizens in a multicultural society. Lashon Academy realizes its mission by creating an environment of achievement, respect and accountability.

Source/Core of Money

The main source of funding will be the Hebrew Charter School Center (HCSC), the Public Charter School Grant Program, the Public Charter School Facilities Grant Program (SB740), state and federal allocations, such as, ADA, Categorical Block Grants. Lashon Academy will work cooperatively and collaboratively with the California Department of Education, LAUSD, and the Los Angeles County Office of Education (LACOE) personnel to ensure the continued flow of funds to the Charter School. Pursuant to section 15417 of Chapter 14 of Division 1 or Title 5, for those programs which the Charter cannot apply directly, and which are not included in the Categorical Block Grant, the Charter school will engage the local district or the state in securing its equitable share, based on its student population and program eligibility of program funds. These funds may include, but are not limited to transportation, sales and use taxes, developer fees, parcel taxes, building bond funds, Medi-Cal, mandated costs and property taxes.

3 – 5 Top Leaders/Charter Development Team

Josh Feigelstock, Board President

Josh is an entrepreneur, who has worked for Fortune 500 companies and ran his own businesses. Josh has always been responsible in successfully running his operations which included managing employees and budgets. Many of his endeavors required substantial worldwide travel where he learned how being multi-lingual and culturally sensitive can determine someone's success. At Lashon Josh is the driving force for making this project a reality. Josh is also known as Josh Stock in the business world. His role and

responsibilities will include the business and financial aspects of Lashon Academy and. Josh will serve as the Board President for Lashon Academy.

Hindie Weissman, Director of Curriculum and Instruction, Hebrew Charter School Center

Hindie Weissman has been an educator for 30+ years--working in some of the poorest congressional districts in the nation, providing direct instruction, professional development and mentoring to both instructional and supervisory staff. She is a graduate of Hunter College and holds a Master of Science degree in Education with a specialization in Developmental, Corrective and Remedial Reading. Ms. Weissman has had years of literacy training at Columbia Teachers' College and participates in ongoing training at Columbia with some of the foremost educators in the nation. Ms. Weissman developed the original educational plan for Hebrew Language Academy Charter School in Brooklyn. That plan has been modified and improved in practice in the Brooklyn school and as adopted for Lashon Academy.

Presently, Hindie Weissman oversees, coordinates and supervises HCSC staff and consultants who provide professional development services in the areas of curriculum and instruction. Ms. Weissman assists with recruitment for both school leadership and staff and supports founding teams in the charter application process. Ms. Weissman has provided customized consulting services to schools from New York City to Israel in the areas of instruction, data analysis, assessment, school climate, classroom management, test preparation, parent involvement, grant writing and goal setting. In addition to designing comprehensive instructional models for charter schools, Ms. Weissman spearheaded the Moriah Fund's educational initiative in Netanya, Israel, where she brought the strategies of balanced literacy to teachers at schools with large Ethiopian immigrant communities. She also authors and edits professional materials for Scholastic Books.

Aaron Listhaus, Executive Director of the Hebrew Charter School Center

Aaron Listhaus is the Executive Director of the Hebrew Charter School Center (HCSC), leading the effort to develop Hebrew Charter Schools across the country. With two schools already in existence and flourishing, Aaron has set the groundwork for new schools to open in Los Angeles, San Diego, and other locations across the country. An accomplished educator, Aaron joins HCSC from the New York City Department of Education's Office of Charter Schools, where he was Chief Academic Officer for the Charter School Office. In that role, he was responsible for the oversight of academic programs and accountability for all of the nearly 70 Department-authorized charter schools. Mr. Listhaus also served as a coach in the City's innovative Leadership Academy in the 2007-08 school years, advising and supporting new principals in the public school system. Prior to that, Mr. Listhaus spent five years as principal of Middle College High

School at LaGuardia Community College in Long Island City and two years as assistant principal. Mr. Listhaus got his start in the charter movement by serving as the board chair for the International High School which in 1999 became one of the first conversion charter schools in NYC.

Joni Berman, School Development Services, Hebrew Charter School Center

Joni Berman has sixteen years of national and state-level experience directly related to every aspect of the charter school process. As Founder and President of the Maryland Charter School Network, she advocated for the passage of the Charter School Act of 2003 and supported the Maryland State Department of Education in implementing the law. In addition to the first 30 charter schools in Maryland, Ms. Berman has assisted charter school organizers and authorizers, parents, and other interested parties in the establishment of charter schools across the country. Ms. Berman served as the Director of Communications and Development for Friends of Choice in Urban Schools in Washington, DC. Ms. Berman is a member of the HCSC management team, overseeing the development of HCSC network schools, supporting founding groups from application development through school opening.

Has your charter applied to any other jurisdiction for approval?

No

Are there any sister charters?

Yes, there are two sister charters as follows:

- [HEBREW LANGUAGE ACADEMY CHARTER SCHOOL](#), Brooklyn, NY
- [HATIKVAH INTERNATIONAL ACADEMY CHARTER SCHOOL](#), East Brunswick, NJ

Lashon Academy's educational program is modeled after the Hebrew Language Academy Charter School (HLA), which opened in 2009 in Brooklyn's Community School District 22. As with its predecessor, the program is designed based on well-established theories of student learning and language acquisition and grounded in research to optimize learning for all students. The key design elements have been successfully implemented in schools nationwide.

What innovative elements of your charter could be considered "best practices" and replicated by other schools?

Lashon Academy offers the distinctive combination of:

- **a data-driven environment,**

- the Teachers College Reading and Writing workshop model that allows teachers to differentiate instruction,
- co-teaching and Modern Hebrew language integration,
- embedded professional development,
- extended time on task
- a socioeconomically diverse target population
- the Proficiency Approach to language instruction, and
- service learning integrated throughout the curriculum.

Tab 5. Initial Screening Checklist

Los Angeles Unified School District
Innovation and Charter Schools Division

CHARTER SCHOOLS GUIDELINES CHECKLIST – INITIAL SCREENING

Charter
School Name: Lashon Academy Date: February 10, 2012
Contact Person: Josh Feiglestock Phone No.: 818-514-4566 Fax No.: _____

SUMMARY CONTENTS

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
409 N/A N/A 409 483 451	1. Approval Documentation <ul style="list-style-type: none"> Supporting signatures of: <ul style="list-style-type: none"> conversion charter: 50% of permanent status teachers at the school site start-up charter: 50% of parents who intend to enroll children <u>or</u> 50% of teachers who intend to be employed at the school during first year of operation petition includes prominent statement of meaningful interest to start a charter (board resolution) resume and questionnaire for all board members 						47605 (1) (2) 47605(3)
31 31 31 31 31 31 31	2. Assurances that school will: <ul style="list-style-type: none"> be non-sectarian in programs, admission policies, employment practices and other operations not charge tuition not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation) not enroll pupils over 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 a charter school nor any employee to work at a charter school if pupil is expelled or leaves the charter school without graduating 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. A charter school shall admit all students who wish to attend. 						47605 (d) (1) 47612 (a) (1) 47605 (e) (f)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
37-42	3. Description of which students will attend the school						47605 (d) (1) 47605 (d) (2) (A) (B)
34-35	4. Duration of initial charter petition: 5 years						47607 (a) (1)
334	5. Renewal process/timeline						47607 (a) (1) (2)
233-234	6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes						47607 (a) (1) 47607 (b)
304-330, 334-340	7. Accepts and understands the grounds on which a charter may be revoked						47607 (b) (1-4) (c)
33, 297-298	8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance						47610
289, 340-346	9. How district/county facilities will be maintained, insured and used by the charter school, if applicable						47605 (g) 47614
289, 340-346	10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process						47607 (a) (1)
283-285 283-285	11. How school personnel, district/county will be insured against liability claims resulting from school operations <ul style="list-style-type: none"> description of type/scope of legal services to be used plans for insurance liability and legal issues to be dealt with collectively and individually 						47605 (g)
303-308	12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisory oversight						47605 (g) 47613.7
214-220	13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students						47612 (a) (2)
303	14. Agreement between the charter school and sponsoring agency detailing operational funding levels						47613.5 (a)
260	15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries						47604.3

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
35-42	1. Description of the educational program of the school (<i>Element 1</i>)						47605 (b) (5) (A) 47605 (h)
44	<ul style="list-style-type: none"> an identification of those whom the school is attempting to educate 						
44-49	<ul style="list-style-type: none"> description of what it means to be an educated person in the 21st century 						
49	<ul style="list-style-type: none"> how learning best occurs 						
49-51	<ul style="list-style-type: none"> goals of the program 						
56-190	<ul style="list-style-type: none"> how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school 						
193-213	<ul style="list-style-type: none"> instructional framework and curriculum which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population (including interventions and electives). 						
190-191	<ul style="list-style-type: none"> specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs. 						
56-58, 64-84	<ul style="list-style-type: none"> attendance requirements including length of school day and year 						
180-181	<ul style="list-style-type: none"> instructional materials and the process by which curriculum, materials and instructional activities are to be selected 						
56-64	<ul style="list-style-type: none"> reference to NCLB as it relates to student achievement and credentialing 						
181-183	<ul style="list-style-type: none"> instructional strategies 						
183-190	<ul style="list-style-type: none"> teacher recruitment 						
190-191	<ul style="list-style-type: none"> professional development 						
192	<ul style="list-style-type: none"> school calendar 						
42-43	<ul style="list-style-type: none"> daily schedule 						
39-42, 346-351	<ul style="list-style-type: none"> mission/vision 						
221-225	<ul style="list-style-type: none"> demographics/academic achievement of surrounding schools 						
N/A	<ul style="list-style-type: none"> implementation plan 						
	<ul style="list-style-type: none"> High School only <ul style="list-style-type: none"> meet A-G requirements transferability WASC 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
226-228	2. Measurable student outcomes to be achieved by students (<i>Element 2</i>) <ul style="list-style-type: none"> extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals when and how often pupil outcomes will be assessed including any assessments of innovative components specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress, including for students in all subgroups identification of who will be accountable for student progress as it relates to student achievement reference to NCLB CAHSEE (HS only) CELD API AYP CST graduation rate (HS only) 						47605 (b) (5) (B)
226-228							
229-231							
232							
229							
N/A							
229							
229							
229							
229							
N/A							
233-234	3. Method by which pupil progress in meeting pupil outcomes is measured (<i>Element 3</i>) <ul style="list-style-type: none"> use of standardized test scores in measuring pupil progress use of variety of assessment tools use of longitudinal, survey and other data in measuring pupil progress (in-house assessments) methods to ensure that all statewide standards are met and pupil assessments conducted process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning process for conducting pupil assessments pursuant to EC § 60602.5 description of all assessment tools including in house assessments identification of the grading policy district required language for testing 						47605 (b) (5) (C) 47605 (c)(1)
233-234							
233-234							
233							
246-249							
241-245							
234-241							
249							
233							

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
257 257 251-255, 257-258 255-256 260-261 261 359-381 253-255 260 250,255, 259,260	4. Governance structure of the school including the process which is to be followed to ensure parent involvement (<i>Element 4</i>) <ul style="list-style-type: none"> process which ensures staff, students and other stakeholder involvement methods by which schools consult with parents and teachers regarding school's educational programs decision-making process, organizational chart, and relevant site committees assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. ., Brown Act what, if any, relationships district/county will maintain with the charter school and how it will be accomplished process for amendments to charter articles of incorporations and bylaws of nonprofit corporation selection process of board members and governance committees audit and inspection of records district required language for governance 						47605 (b) (5) (D) 47605 (c)(2)
276, 278-280 388-402 269-273 277-278 262-269 273-276 280-281 276-277 281-282	5. Qualifications to be met by individuals to be employed by the school (<i>Element 5</i>) <ul style="list-style-type: none"> process for staff selection job descriptions for positions credentials, requirements and qualifications of staff employee compensation-general description identification of the roles and functions of staff members measures of assessment of performance procedure to be used for adequate background checks process for recruiting teachers procedure for monitoring credentials 						47605 (b) (5) (E) 47605 (1)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>286</u> <u>286</u> <u>287-289</u> <u>286</u> <u>287</u> <u>286</u> <u>287</u> <u>288-289</u> <u>289</u> <u>283-285</u>	6. Procedures that the school will follow to ensure the health and safety of pupils and staff (<i>Element 6</i>) <ul style="list-style-type: none"> school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237 how the school will ensure that its facilities are safe how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials) role of staff as mandated or non-mandated child abuse reporters TB requirements employee fingerprints student immunization requirement compliance with state building code, federal ADA requirements assurance of Certificate of Occupancy prior to school opening contains District required language regarding health and safety procedures 						47605 (b) (5) (F) 47605(g)
<u>293-294</u> <u>293</u> <u>291-293</u>	7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (<i>Element 7</i>) Include a thorough description of the annual outreach efforts of the charter school, describing <ul style="list-style-type: none"> geographic areas that will be targeted in the outreach effort state languages to be utilized in the outreach district required language for this element 						47605 (b) (5) (G)
<u>297</u> <u>300-302</u> <u>299-302</u> <u>299</u> <u>297</u> <u>298-299</u>	8. Admission requirements, if any (<i>Element 8</i>) <ul style="list-style-type: none"> admission assurances preferences lottery assurance and procedures waiting list preference (if applicable) states the charter school will admit all pupils who wish to attend efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students 						47605 (b) (5) (H)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
304-305	9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (<i>Element 9</i>)						47605 (b) (5) (I)
310-311 313-322 319 316 313 314-322 310 320-321 309-310, 322-323 310	10. Procedures by which students can be suspended or expelled (<i>Element 10</i>) <ul style="list-style-type: none"> procedure for involving parents, students and staff in designing and implementing a discipline policy due process for students appeals of disciplinary action procedures for ensuring rights of students list of suspension and expulsion offenses suspension and expulsion procedure general discipline approach procedures for rehabilitation readmission and interim placement district required language regarding special education students Description of how the school will implement the District's Discipline Foundation Policy 						47605 (b) (5) (J)
324-325 326 325 325 325 324 325-326 269-273, 326 324	11. Procedures for dealing with staff issues (<i>Element 11</i>) <ul style="list-style-type: none"> relationship between the teachers and the district/county bargaining unit process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined labor procedures which will be applied to employees process for resolving complaints/grievances process for ensuring due process manner by which staff members will be covered by STRS, PERS, Social Security or Medicare process for staff recruitment, selection, evaluation and termination Procedure for processing and monitoring credentials Reporting PERS/STRS contributions 						47605 (b) (5) (K) 47605 (1)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
327	12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school (<i>Element 12</i>)						47605 (b) (5) (L)
327	<ul style="list-style-type: none"> inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment 						
327	<ul style="list-style-type: none"> not require any child to attend a charter school nor any employee to work at a charter school 						
327	<ul style="list-style-type: none"> District required language regarding attendance alternatives 						
328-329	13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (<i>Element 13</i>)						47605 (b) (5) (M)
328-329	<ul style="list-style-type: none"> what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county 						
330-332	14. Procedures to resolve disputes relating to provisions of the charter (<i>Element 14</i>) See LAUSD "District Required" Language						47605 (b)(5) (N)
330-332	<ul style="list-style-type: none"> District required language regarding the dispute resolution procedures 						
333	15. Declaration of Exclusive Public School Employer (<i>Element 15</i>)						47605 (b)(5) (O)
334-343	16. Description of charter school closure procedures. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records (<i>Element 16</i>)						47605(6) A (ii) O
334-343	<ul style="list-style-type: none"> District required language regarding charter school renewal, revocation, and closing procedures 						
273 273-276 251, 276-277	Other Items: 17. Description of the manner in which administrative services of the school are to be provided						47605 (g)
273	<ul style="list-style-type: none"> responsibility for evaluating employees 						
273-276	<ul style="list-style-type: none"> criteria and procedures used in evaluation 						
251, 276-277	<ul style="list-style-type: none"> how hiring decisions are made 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
403 403 305-306 305-306 216	18. Budget for the financial operation which is consistent with the requirements of any school district budget <ul style="list-style-type: none"> proposed first year operational budget (including start-up costs) financial projections for first three years process for investment procedures and deposit of funds procedure for ensuring adequate cash flow process for assuring that resources will be available to meet the needs of students with disabilities including transportation in those cases it is a related service 						47605(g)
250,339 250 283-285 250,334 344	19. Liability of district/county to handle payments if charter school defaults <ul style="list-style-type: none"> for schools organized pursuant to Non-Profit Benefit Corporation Law for schools not covered by Non-Profit Benefit Corporation Law AB 1994 general assurances "District Required" language 						47604
32,391, 293,296	20. Court-ordered Integration Language <ul style="list-style-type: none"> action Plan for 70:30 or 30:70 						

* PAGE: Petitioner to identify page(s) in petition in which items are located¹

¹ Los Angeles Unified School District Charter School Application
Revised May 3, 2011

Tab 6. Lashon Academy – The Charter Petition

AFFIRMATIONS AND ASSURANCES

Lashon Academy shall:

- Be non-sectarian in its programs, admissions policies, employment practices, and all other operations.¹
- 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. Education Code 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 Lashon Academy and pupils who reside in the District. Education Code 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 Lashon Academy nor any employee to work at Lashon Academy.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves Lashon Academy without graduation or completing the school year for any reason, Lashon Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- Meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

¹ All text that appears underlined throughout this document indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document "Required Language for Charter Petitions" (Revised August 4, 2011).

- Be deemed the exclusive public school employer of the employees of Lashon Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by Student Integration Services (collectively the —Court-ordered Integration Program). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Lashon Academy will provide a written plan to achieve and maintain the LAUSD's ethnic goal which is a 70:30 or 30:70 ratio.
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Ensure that teachers at Lashon Academy hold a Commission on Teacher Credentialing certificate, permit, or other equivalent document, which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- At all times maintain all necessary and appropriate insurance coverage.
- For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- Lashon Academy will follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:
 - maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - on a regular basis consult with its parents and teachers regarding the charter school's education programs.
 - comply with any jurisdictional limitations to locations of its facilities.
 - comply with all laws establishing the minimum and maximum age for public school enrollment.
 - comply with all applicable portions of the No Child Left Behind Act.
 - comply with the Public Records Act.
 - comply with the Family Educational Rights and Privacy Act.
 - meet or exceed the legally required minimum number of school days.

- In accordance with Education Code Section 47605 (d)(2)(B), if the number of pupils who wish to attend the school exceeds the school capacity then Lashon Academy will determine attendance by a public random drawing with preference extended to pupils who reside in the LAUSD. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.
- Lashon Academy accepts and understands obligations to comply with specific sections of Ed. Code § 47611, § 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance, including § 48000(a-c).

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

Element 1 – The Educational Program

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

INTRODUCTION

The Lashon Academy charter school development team and Board of Directors believe that all students can learn and achieve high and rigorous academic standards. Furthermore, we believe that all students are entitled to a comprehensive education. Our school will develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative and quality educational programs in a safe and supportive environment.

Lashon Academy will serve as an independent elementary charter school, offering instruction in grades K-6. In its first year of operation, Lashon Academy will serve 96 students in each of three grades: Kindergarten, 1st, and 2nd grade. Lashon Academy is modeling its educational program after that of the Hebrew Language Academy (HLA) located in New York and is a member of the Hebrew Charter School Center (HCSC) network of schools (See [APPENDIX A Hebrew Charter School Center Overview](#)). As a member of the HCSC network of Hebrew language charter schools, Lashon Academy will have access to shared resources, including, but not limited to: technical assistance, curriculum resources, and professional development. With this support, in addition to its own expertise and resources, Lashon Academy is confident that it will successfully serve its students, deliver the highest caliber educational program and build a sustainable school.

The address of Lashon Academy is not yet secured. Lashon Academy is searching for a facility located in the target area of Van Nuys in Los Angeles (District 1). The temporary mailing address for the school is the school’s business mailing address: 12320 Burbank Blvd. #110, Valley Village, CA 91607.²

The phone number of the Lashon Academy is 818-514-4566.

The contact person for the Lashon Academy is Josh Feigelstock, Lead Petitioner.

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

The grade configuration is Kindergarten through Sixth Grade (K-6).

The number of students in the first year will be 288.

The grade level(s) of the students the first year will be Kindergarten, First Grade, and Second Grade.

² All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

The scheduled opening date of the Lashon Academy is Tuesday, September 4, 2012, the day after the Labor Day holiday.

The admission requirements include:

Lashon Academy shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the available openings, entrance shall be determined by a random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. If a lottery process is necessary, the following groups of students will receive enrollment preferences as described in Element 8, Admissions Requirements:

- Siblings of students attending the school.
- Children of founders and/or teachers and/or other school site staff, not to exceed 10 percent of total enrollment at Lashon Academy.
- Children who are LAUSD residents.

The operational capacity will be 660 students.

The instructional calendar will be approximately 180 days

The bell schedule for Lashon Academy will be: 8:00 a.m. – 3:20 p.m.

If space is available, traveling students³ will have the option to attend.

STUDENTS TO BE SERVED/EDUCATED

The idea behind Lashon Academy is to serve children in the Van Nuys area, while attracting other children throughout LAUSD to create a culturally rich and socioeconomically diverse student population. In the remainder of this section, we provide the facts and figures that describe the Van Nuys community as a high-poverty area based on the percentage of students receiving free or reduced priced meals.

Extensive research links poverty to low academic achievement. In a 2007 medical journal study entitled “*The Impact of Poverty on Educational Outcomes for Children*,” published by the Canadian Pediatric Society, the authors state, “Children from low-income families often start school already behind their peers who come from more affluent families, as shown in measures of school readiness. The incidence, depth,

³ The following LAUSD programs, and others that may appear in LAUSD Programmatic Enrollment Definitions, would be the source of these “traveling students”:

PERMITS WITH TRANSPORTATION (PWT) – A traveling program designed to provide students with integrated experiences by placing students in integrated school settings.

CAPACITY ADJUSTMENT PROGRAM (CAP) – Transports students from overcrowded schools to schools with available seats.

SATELLITE ZONE PROGRAM (SAT) – Transports students from a portion of an overcrowded school's attendance area to an integrated receiver school where space is available. Students who reside in the satellite zone receive District transportation to the receiver school.

PUBLIC SCHOOL CHOICE (PSC) – A traveling student program under which students have exercised their right to transfer to a Non-Program Improvement receiving school for the next school year based upon the student being eligible under the No Child Left Behind Act of 2001 and the student submitting a Choices application.

duration and timing of poverty all influence a child's educational attainment, along with community characteristics and social networks.”⁴

The article further states “Six poverty-related factors are known to impact child development in general and school readiness in particular. They are the incidence of poverty, the depth of poverty, the duration of poverty, the timing of poverty (e.g., age of child), community characteristics (e.g., concentration of poverty and crime in neighborhood, and school characteristics) and the impact poverty has on the child's social network (parents, relatives and neighbors).”⁵ Thus, poverty as related to school readiness is not “just about money; it is about how an individual does without resources and with all of the baggage that goes along with being poor (Slocumb and Payne, 2000).”⁶

A 2010 study funded by the Century Foundation⁷ (Schwartz) found:

“With few exceptions, schools in the United States with high concentrations of students from low-income families perform less well than schools with low concentrations of poverty.”

The description proffered by the authors of these studies clearly articulates the population of children in Van Nuys and the attendant personal, social and emotional, and family and community issues that have prevented prior academic success.

The Lashon Academy mission is not to solve the poverty problem in Van Nuys. We seek to educate its children. As previously stated we will do so by offering a quality education program and by attracting other children throughout LAUSD to create a culturally rich and socioeconomically diverse student population. To do so, we will create a fertile learning environment by recruiting and enrolling students with diverse socioeconomic status and thus diminish the high concentration of students from low income families in our student population. This also means we will change the racial and ethnic mix at Lashon Academy from that of its neighboring schools.

The intended geographic location for Lashon Academy within the Van Nuys community is precisely why the Founding Members believe we can create a socioeconomically diverse student population. According to the 2010 American Community Survey (2005-2009, 5 year estimates) conducted by the US Census Bureau, Los Angeles has the second largest Modern Hebrew speaking population in the U.S. (New York City is first with the largest Modern Hebrew speaking population outside of Israel, an estimated 50,586 persons.) The City of Los Angeles has a Modern Hebrew speaking population of an estimated 18,431 persons. Furthermore, an estimated 12,163 foreign-born native Modern Hebrew speakers currently reside in Los Angeles County, which is the

⁴ HB Ferguson, PhD, S Bovaird, MPH, and MP Mueller, PhD, “The Impact of Poverty on Educational Outcomes for Children,” *Pediatrics and Child Health*, August, 2007.

⁵ *Ibid.*

⁶ Pellino, Karen M., “The Effects of Poverty on Teaching and Learning,” <http://www.teach-nology.com/tutorials/teaching/poverty/print.htm>

⁷ Schwartz, Heather., “Housing Policy Is School Policy: Economically Integrative Housing., Promotes Academic Success in Montgomery County, Maryland,” A Century Foundation Report, 2010.

largest concentration of native speakers living outside of Israel. Many of these families live just north and south of the targeted community.

Target Student Population

Lashon Academy intends to open in September 2012 serving 288 students in grades K-2. Each year, the school will grow by one grade, adding 3 new Kindergarten classes as older students rise to the next grade level, until the school serves K-6. Although total enrollment capacity would be 672, enrollment projections described below in Table 1 reflect some minimal net attrition in enrollment.

Table 1. Lashon Academy Student Enrollment Projections

Grade	Academic School Year				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Kindergarten	96	96	96	96	96
1 st Grade	96	96	96	96	96
2 nd Grade	96	96	96	96	96
3 rd Grade		93	93	93	93
4 th Grade			93	93	93
5 th Grade				93	93
6 th Grade					93
Enrollment	288	381	474	567	660

Lashon Academy's five-year plan is to serve students in Kindergarten to Sixth grade. The school will work to attract a heterogeneous cross section of Los Angeles's population, including a proportionate numbers of students who are English Language Learners (ELs) (See [APPENDIX B Demographic Information \[Surrounding Schools Data\]](#)), and students who are both high and low achieving (according to [STAR TEST RESULTS OF NEIGHBORING SCHOOLS IN THE TARGET AREA OF VAN NUYS LOCATED IN LAUSD LOCAL DISTRICT 1](#), Data also located in Appendix B next to school name). In the remainder of this section we provide an analysis of the data in [APPENDIX B](#) and other sources to characterize the Van Nuys community and how we used this data in developing what we believe to be a sound educational approach for the community based on best practices.

Target Market Demographics

According to demographic data compiled by Dataquest for the California Department of Education⁸, the LAUSD enrolled 670,745 students in 2009-2010. Of these students, African Americans constituted 10.3 % of the District's students, American Indians or Alaska Natives 0.3%, Asians 3.8%, Filipinos 1.7%, Hispanics 73.6%, Pacific Islanders 0.3% and Whites 8.9%. During the 2009-2010 school year, students classified by the California Department of Education as English Learners made up 31.2% of the District student body.

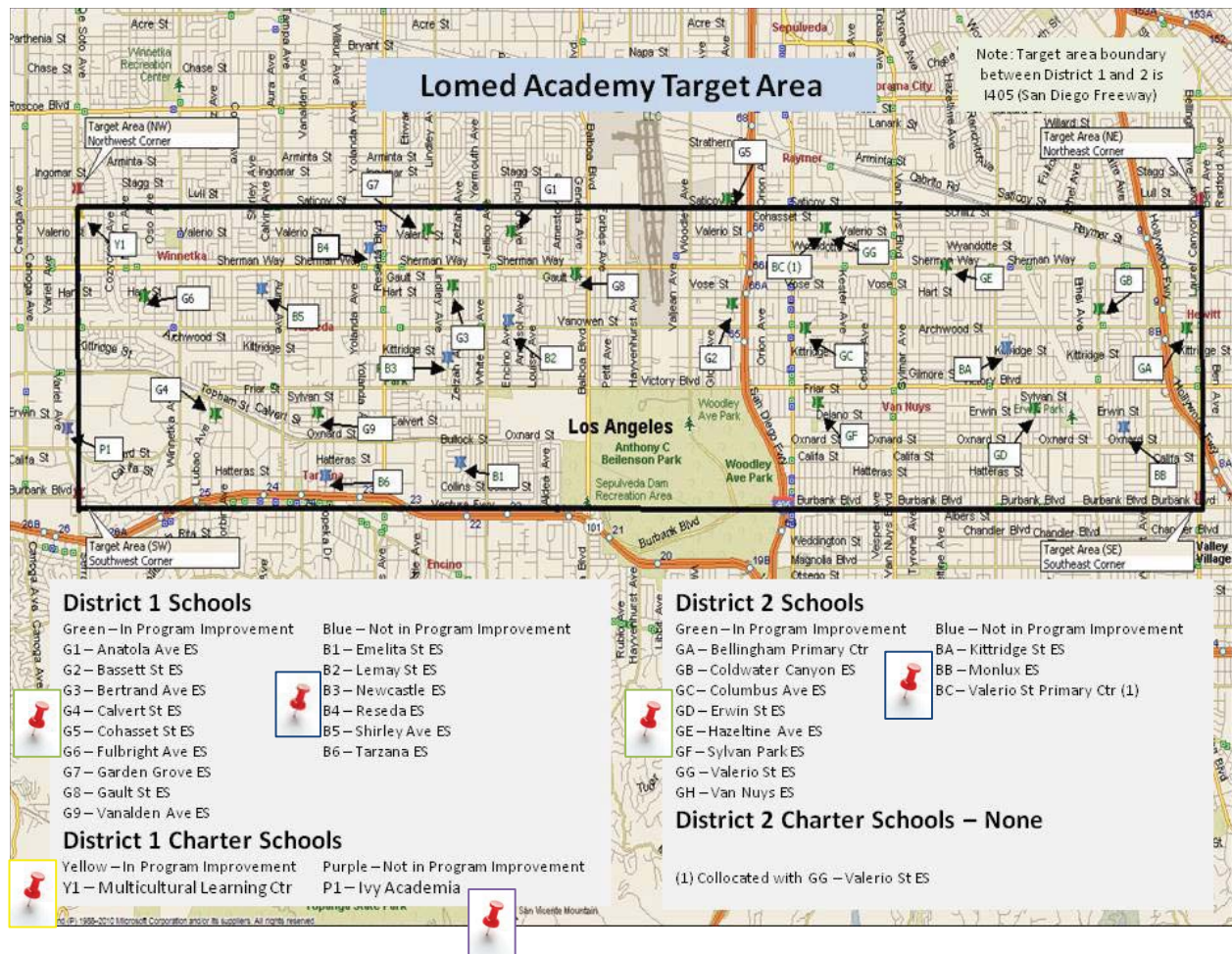
Lashon Academy is focusing on finding a facility within Local Districts 1 and 2, especially targeting the Van Nuys area (see map below in Figure 1, Target Area). The street boundaries are as follows:

- North = Saticoy Street
- West = De Soto Avenue
- South = Burbank Boulevard
- East= Laurel Canyon Boulevard

Seventeen (17) LAUSD elementary schools operated in the targeted area in Local District 1 in 2009-2010. Twelve (12) operated in Local District 2.

⁸ [HTTP://DQ.CDE.CA.GOV/DATAQUEST/ENROLLMENT/ETHNICENR.ASPX?CCHOICE=DistEnrEth&CYEAR=2009-10&CSELECT=1964733--LOS%20ANGELES%20UNIFIED&THECOUNTY=&CLEVEL=DISTRICT&CTOPIC=ENROLLMENT&MYTIMEFRAME=S&CTYPE=ALL&CGENDER=B](http://DQ.CDE.CA.GOV/DATAQUEST/ENROLLMENT/ETHNICENR.ASPX?CCHOICE=DistEnrEth&CYEAR=2009-10&CSELECT=1964733--LOS%20ANGELES%20UNIFIED&THECOUNTY=&CLEVEL=DISTRICT&CTOPIC=ENROLLMENT&MYTIMEFRAME=S&CTYPE=ALL&CGENDER=B)

Figure 1. Target Area⁹



Surrounding Schools Academic Achievement

The targeted Van Nuys area has a high concentration of failing elementary schools as shown in Figure 2, Target Area Elementary Schools in Program Improvement. According to the California Department of Education 2010 Adequate Yearly Progress Report (AYP) listing¹⁰, eighteen (18) of the twenty-nine (29) elementary schools in the target area were in Program Improvement (PI), i.e., nearly 62% of the neighborhood schools. Further breakdown shows that of these 18 schools, one-third (6) are in PI Year 4 or 5; two of which are in their second year of Year 5. Our experience at the Hebrew

⁹ Copyright © and (P) 1988–2010 Microsoft Corporation and/or its suppliers. All rights reserved.

<http://www.microsoft.com/streets/Certain mapping and direction data © 2010 NAVTEQ. All rights reserved. The Data for areas of Canada includes information taken with permission from Canadian authorities, including: © Her Majesty the Queen in Right of Canada, © Queen's Printer for Ontario. NAVTEQ and NAVTEQ ON BOARD are trademarks of NAVTEQ. © 2010 Tele Atlas North America, Inc. All rights reserved. Tele Atlas and Tele Atlas North America are trademarks of Tele Atlas, Inc. © 2010 by Applied Geographic Systems. All rights reserved.>

¹⁰<http://data1.cde.ca.gov/dataquest/AcntRpt2010/2010AYPco.aspx?cYear=&cSelect=19.LOS.ANGELES&cChoice=AYP2010>

Language Academy and Hatikvah International Academy Charter School demonstrates that some parents and guardians will find the quality public education program offered by Lashon Academy to be an attractive alternative to these struggling schools. At the same time, parents from the broader LAUSD area will be attracted to the particular design and curriculum at Lashon Academy creating the socioeconomic diversity that we seek.

Figure 2. Target Area Elementary Schools In Program Improvement

District 1 Elementary Schools	District 2 Elementary Schools
Anatola Avenue ES	Bellingham Primary ES
Bassett Street ES	Coldwater Canyon ES
Bertrand Avenue ES	Columbus Avenue ES
Calvert Street ES	Erwin Street ES
Cohasset Street ES	Hazeltine Avenue ES
Fullbright Avenue ES	Sylvan Park ES
Garden Grove ES	Valerio Street ES
Gault Street ES	Van Nuys ES
Multicultural Learning Center	
Vanalden Avenue ES	

Community and School Demographics

Over 75% of the students attending LAUSD schools live in poverty and qualify for free or reduced priced meals (FRPM). In the portions of Local Districts 1 and 2 that Lashon Academy is targeting, there are a higher proportion of students living in poverty, as demonstrated by the median FRPM eligibility rate of 86.5%. Disturbingly, the statistical distribution is bi-modal with four schools having 90% of their student population eligible for FRPM and four other schools having 100% eligible.

The educational level of the adult population in the targeted area is lower than both the California average and the National average as shown in the table below. The table provides Social Profile data¹¹ from Zip Atlas for Van Nuys zip codes 91401, 91405, 91406, and 91411, which represent the general vicinity of the targeted area.

¹¹ <http://zipatlas.com/us/ca/van-nuys.htm#social>

Table 2. Education Level of Adult Population in Van Nuys Area

Education Level	Number	Van Nuys Avg.	Los Angeles Avg.	California Avg.	National Avg.
Population 25 years and over	101,717	100.00%	-	-	-
Less than 9th grade	19,869	19.53%	23.46	11.49%	7.55%
9th to 12th grade, no diploma	16,137	15.86%	16.12	11.72%	12.05%
High school graduate (includes equivalency)	19,536	19.21%	16.80	20.13%	28.63%
High school or higher	65,711	64.60%	60.42	76.79%	80.40%
Some college, no degree	20,191	19.85%	16.26	22.91%	21.05%
Associate degree	5,627	5.53%	4.68	7.13%	6.32%
Bachelor's degree	13,754	13.52%	14.45	17.09%	15.54%
Bachelor's degree or higher	20,357	20.01%	22.68	26.63%	24.40%
Graduate or professional degree	6,603	6.49%	8.23	9.53%	8.86%

The data shows that the Van Nuys community has a significant population of adults, 35.4%, who do not have a high school diploma compared to 23.21% in California as a whole—a fact that could be a contributing factor to the low academic achievement levels of children in the community when there are few educated adult role models to whom they can look up and aspire.

English Learners comprise 31.2% of students attending LAUSD schools. The percentage of students attending the 17 elementary schools in the targeted portion of Local District 1 is comparable or higher (31% - 47%) in all but five of the schools (4%, 11%, 16%, 24%, and 25%). The percentage of students attending the 12 elementary schools in the targeted portion of Local District 2 is notably higher (34% - 71%).

Lashon Academy is prepared to serve a similar percentage of English Learners. Our Proficiency Approach (see [APPENDIX C](#)) is based on how children naturally acquire language. It aims to develop the learners' ability to listen, speak, read and write in the learned language.

Currently 11.4% of LAUSD's enrollment receives Special Education services. Lashon Academy anticipates that a similar percentage of its students may require Special Education learning support, which Lashon Academy will provide, in partnership with

LAUSD, as described in greater detail later in the charter and in the MOU for Special Education that Lashon Academy will execute with LAUSD.

Hispanic or Latino students comprise the largest ethnic group attending LAUSD schools (73.6%). All but six (6) of the 29 LAUSD elementary schools in the target area of Local Districts 1 and 2 serve a comparable or greater percentage of Hispanic or Latino students, from 68% to 95%.

As discussed in **OUTREACH EFFORTS** in Element 7, Lashon Academy intends to recruit a racially and ethnically diverse mix of students from throughout LAUSD. However, Lashon Academy will conduct marketing at community locations and use media that will reach the Hispanic or Latino audience. To reach and serve families for whom Spanish is their home language, the school will provide Spanish language versions of marketing and enrollment material, and will hire Spanish-speaking staff so that parents and guardians can communicate with the school with ease. The leading candidate to become Lashon Academy's principal and one board member are fluent Spanish-speakers who have strong ties to this community, which will help the schools outreach be effective.

MISSION AND VISION

Our Mission

The Lashon Academy mission is to prepare culturally diverse K-6 grade students to be self-directed learners and responsible global citizens, by fostering academic excellence, utilizing research-based instructional approaches in a multi-lingual and service learning integrated environment.

Our Vision

The Lashon Academy vision is to create a school where children of all backgrounds and abilities together will learn, achieve and become productive members of the world community. In a workshop environment, infused with Modern Hebrew, students will demonstrate proficiency in English and Modern Hebrew, and will be actively engaged in local and global service learning.

We Believe:

- that education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community;
- that all children can achieve;
- the development of proficiency in multiple languages enhances students' cognitive development and academic achievement; and

- that the capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one's community are critical to the development of tomorrow's leaders.

The Meaning of "Lashon":

The meaning of the Hebrew word Lashon holds great importance in the development of language and the power of its use. A direct interpretation of Lashon is "tongue, language, speech or words", but there is an expression that further defines the word Lashon, "The tongue is so powerful to determine Life or Death." Lashon Academy will instill in their students the understanding that speech, or words, are very powerful and have a decisive impact on our lives. In order to develop life-long learners, 21st century educated people, and socially aware leaders, Lashon Academy students will develop, understand, and apply their words in powerful and meaningful ways.

Our Values:

Lashon Academy places a high value on academic excellence, communication in multiple languages, and community service. We emphasize respect for all people and guide our students towards mutual understanding and respect for others. Through service learning, all students are instilled with a sense of their social responsibility and efficacy.

At Lashon Academy, we accept the charge to help every student of our school achieve at their highest capacity in academics and to grow as citizens in a multicultural society. Lashon Academy realizes its mission by creating an environment of achievement, respect and accountability.

EDUCATIONAL PHILOSOPHY

The founders of Lashon Academy believe that education should prepare students to take personal responsibility for tomorrow's world. Thus, Lashon Academy will provide its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens.

In order to accomplish this, Lashon Academy, an independent elementary charter school, will offer an academically rigorous K-6 curriculum which includes intensive instruction in Modern Hebrew with an integrated language and service learning model. Students will be active learners and engaged in experiential, inductive, hands-on learning—i.e., learning that is focused on higher order thinking and addresses individual student needs through differentiated instruction. Lashon Academy's rigorous academic program will foster college and career readiness in a 21st century, globally competitive society.

What It Means to be an “Educated Person” in the 21st Century

“Whereas, In order to globally compete in the 21st Century, today’s students need to develop linguistic and cultural literacy and functional proficiency in one or more world language¹²”

The 21st century world necessitates that we develop students who are college and career ready. College and career readiness anchor the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Furthermore, as a member of a multicultural society, a person must be committed to understanding, respecting, and promoting acceptance of the differences and similarities of individuals and other cultures. One must be able to solve problems through collaboration and communication, using skills that allow them to adapt to changing environments and diverse populations.

Previously, education addressed the needs of the “Industrial Age” which was characterized by the need to learn prescribed facts by rote, to follow standard procedures and directions from higher authorities to be productive in adulthood. Currently, in the “Information Age,” facts, figures, and information of all types are readily available, but constantly expanding and updating. Workplace challenges require flexible and adaptive thinking; there rarely is a single correct answer; and problem solving is commonly a collaborative process.

Lashon Academy believes that an educated productive citizen of the 21st century will demonstrate the following:

- Awareness about the world
- A foundation of knowledge about what it means to be a global citizen
- Fluency in more than one language
- A focused comprehension of world communities that will serve as a springboard for multicultural appreciation
- The ability to apply information learned in the classroom to one’s personal life and the world
- Leadership skills and the ability to relate well with peers and rally peers to help achieve common goals

How Learning Best Occurs

Lashon Academy believes that learning best occurs when highly qualified teachers implement sound instructional methodologies and research-based programs that are aligned to pertinent standards. This will ensure that students actively participate in an education program aligned to the Common Core State Standards. According to Zemelman, Daniels, and Hyde in their book, *Best Practice for Teaching and Learning in*

¹² Los Angeles Unified School District, Board of Ed. Special Meeting Order of Business, v.5-27-11, “Board Member Resolution – Protecting Dual Language Programs for Maximum Academic Achievement”

America's Schools, there are thirteen interlocking principles that characterize best practice. Learning must be:

1. Student-centered
2. Experiential
3. Holistic
4. Authentic
5. Expressive
6. Reflective
7. Social
8. Collaborative
9. Democratic
10. Cognitive
11. Developmental
12. Constructivist
13. Challenging

Table 3. Principles of Best Practice Learning

How learning best occurs:	What it looks like at Lashon:
1. Student-Centered	Teachers will <ul style="list-style-type: none"> • build on the natural curiosity children bring to school • help students list their own questions and goals and then structure the classroom experiences and investigations to address these.
2. Experiential	Children learn most powerfully from doing, not just hearing. At Lashon: <ul style="list-style-type: none"> • In reading and writing students will read whole real texts rather than do worksheets and exercises • In mathematics students will work with objects—sorting, counting, and building patterns of number and shape and carry out real-world projects that involve collecting data, estimating, calculating, drawing conclusions, and making decisions • In science it means conducting experiments and taking field trips to investigate natural settings, pollution problems, etc. • In social studies students will conduct opinion surveys, prepare group reports that teach the rest of the class, role-play famous events, conflicts, and political debates.
3. Holistic	Children will learn going from whole-to-part by: <ul style="list-style-type: none"> • Reading whole books and writing whole stories and carrying out whole investigations of natural phenomena
4. Authentic	Children will not be exposed to simplified materials and activities. Teachers will take steps to turn schoolwork into something children truly own to foster real thought and knowledge. At Lashon: <ul style="list-style-type: none"> • In reading this means that the rich and complex vocabulary of stories will be scaffolded and explored. • In math children might investigate ways of dividing pizza or a cake rather than working the odd-numbered fraction problems at the end of a unit of study. • Students will be reading and writing and calculating and investigating for purposes that they have chosen.
5. Expressive	Children need to understand, own, and remember ideas not just receive ideas but also to express them. At Lashon students will: <ul style="list-style-type: none"> • talk in pairs and in informal groups • take ideas and transform them into a skit or other form of media
6. Reflective	Learning is strengthened when children have time to look back on what they've learned. At Lashon students will: <ul style="list-style-type: none"> • Keep learning logs and journals • Have share sessions after each independent work activity
7. Social	Research shows that humans are social beings. Social interaction promotes learning. Literacy is socially constructed and socially rooted. At Lashon students will: <ul style="list-style-type: none"> • Have reading partnerships and participate in TNT (Turn 'n Talk) activities during their lessons at their meeting areas • Have writing partners to discuss questions in their writing and ways to improve and expand their work. Give real life purpose to writing: invitations, persuasive essays, sharing information, etc. • Have partnerships for both mathematics and social studies to solve problems and ask questions
8. Collaborative	This learning is linked to social learning. Collaborative learning promotes children's learning with one another. At Lashon students will: <ul style="list-style-type: none"> • Receive training in learning how to cooperate and value each other's ideas. • Work in small groups • Gather feedback from fellow students to improve writing, projects, presentations
9. Democratic	Children need to exercise choice to become active, critical and involved citizens. Classes at Lashon will be heterogeneously grouped for the richness and stimulation that a diverse class provides. Students will: <ul style="list-style-type: none"> • Learn how to choose their "just-right" books for independent reading • Choose their own topics for writing • Explore problem solving options and make decisions about which to use

	<ul style="list-style-type: none"> Learn to negotiate conflicts so they can work together more effectively and respect and appreciate one another's differences.
10. Cognitive	<p>Powerful learning comes from cognitive experiences not memorization. Through modeling, scaffolding and teacher support Lashon students will:</p> <ul style="list-style-type: none"> Be surrounded with real stories, real-life problems Experience and practice teacher modeled thinking such as: <ul style="list-style-type: none"> ✓ Analytical reasoning ✓ Interpretation ✓ Metaphorical thinking ✓ Categorization ✓ Hypothesizing ✓ Drawing inferences ✓ Synthesis
11. Developmental	<p>At Lashon children's learning will be age-appropriate and developmentally oriented with a respect for students' capabilities. Students will:</p> <ul style="list-style-type: none"> Be met where they are rather than just marching through reading materials or problems. Through conferring in writing children's progress will be monitored and assessed. In math, along with review and exploration of the week's topic, we will include challenging, enjoyable activities that go beyond the textbook unit so that we find out what various kids are really ready for.
12. Constructivist	<p>At Lashon teachers will create a rich environment in which children can gradually construct their own understandings. The keys to this are to give students:</p> <ul style="list-style-type: none"> Time to practice reading, writing, and math Time to experiment Encouragement to reflect, to share their ideas and hypotheses with others. Respect for their errors and temporary understandings.
13. Challenging	<p>Following all the above principles means that a school is challenging. Lashon students will:</p> <ul style="list-style-type: none"> Set up and conduct their own inquiries Keep track of and evaluate their own efforts Establish their learning goals Monitor their own learning Choose their projects rather than just fill in an extra ditto sheet.

Lashon Academy is a proposed K-6 school, modeled after the Hebrew Language Academy Charter School (HLA), which opened in 2009 in Brooklyn's Community School District 22. As with its predecessor, the program is designed based on well-established theories of student learning and language acquisition and grounded in research to optimize learning for all students. The key design elements have been successfully implemented in schools nationwide, and were chosen to create the environment in which the 13 best practices listed above are implemented. It is these thirteen interlocking principles that drive the Lashon Academy instructional program.

According to Lucy Calkins, Founder and Director of The Teachers College Reading and Writing Project housed at Teachers College, Columbia University, best-practice teachers are careful to encourage student independence and it is for that reason we have chosen the workshop model as our instructional vehicle. Our model is based upon the belief that the best way to encourage deep and enduring understandings is through explicit strategy lessons and small group settings. It is in these small group settings where students' needs can be addressed. It is through the workshop model that we will foster independent learners - motivated to assume responsibility for their learning, establishing learning goals and monitoring their own learning. Through this independence students practice, at their own level, the skills and strategies their teacher has modeled. As students gradually assume responsibility for their learning teachers are able to attend to the needs of individual students.

National research supports the concept of using data-driven decision making as a best practice to improve student achievement.¹³ Lashon Academy believes that learning best occurs when ongoing assessment is a vital part of the educational model. Teachers will use data to inform instruction, guiding teachers to adjust for students needs as they plan to meet the individualized education for all students and for the class as a whole. The assessment process is outlined in ELEMENT 3, [METHODS FOR ASSESSING STUDENT OUTCOMES](#).

A crucial part of Lashon Academy's mission of academic excellence and rigorous curriculum is based upon the large body of research demonstrating that the study of a foreign language supports academic achievement. According to Armstrong¹⁴, Johnson¹⁵, Turnbull¹⁶, incorporating an intensive focus on Modern Hebrew in the curriculum will foster positive learning and developmental outcomes in students. We believe this distinctive aspect will better prepare our students to be active participants in the global community of today and tomorrow.

¹³ National Center for Educational Accountability (2002). *The Broad Prize for Urban Education: Showcasing Success, Rewarding Achievement*. Austin, TX: Author. Retrieved May 31, 2006; National Study of School Evaluation (2004). *Technical Guide to school and district factors impacting student learning*. Schaumburg, IL: Author.

¹⁴ Armstrong, P. W., & Rogers, J. D. (1997). Basic skills revisited: The effects of foreign language instruction on reading, math, and language arts. *Learning Languages*, 2(3), 20-31

¹⁵ Johnson, C. E., Flores, J. S., & Eillson, F. P. (1963). The effect of foreign language instruction on basic learning in elementary schools: A second report. *The Modern Language Journal*, 47(1), 8-11.

¹⁶ Turnbull, M., Hart, D., & Lapkin, S. (2003). Grade 6 French immersion students' performance on large-scale reading, writing, and mathematics tests: Building explanations. *Alberta Journal of Educational Research*, 49(1), 6-23. From PsychINFO database.

After careful analysis, we integrated each of the thirteen interlocking principals to create an environment where learning best occurs using the features discussed above.

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Lifelong Learners

As stated in the Common Core State Standards, schools need “to build a foundation for college and career readiness.” It is our goal at Lashon Academy to graduate students who have the foundational knowledge and skills necessary for college and career readiness. To do this we must facilitate lifelong learning, critical thinking and personal growth in our students. It is with this in mind that we have designed our school.

Students will read widely and deeply from a broad range of literature – both fiction and non-fiction. Our classroom libraries will offer a wide range of reading materials so as to expose our students to reading materials from all genres. Through explicit reading instruction, students will gain literary and cultural knowledge as well as familiarity with text structures and elements. By reading and being read to, from texts from many areas, students will build a foundation of knowledge that will make readers in all content areas. Students will acquire the habits of reading independently and closely, which are essential to their future success.

Students will learn to use writing as a way of offering and supporting opinions and demonstrating understanding of what they are studying. They will learn to appreciate that a key purpose of writing is to communicate clearly to an audience and they will be cognizant of their audience.

They will develop the capacity to build knowledge on a subject through research projects and to respond to informational sources. Allowing students to choose subjects for both their reading and writing will engage them directly with the work. We will allow them to drive the process of learning by “owning” the material and making decisions about their learning whenever possible.

For students to become self-motivated, competent lifelong learners we plan to devote significant time and effort to reading writing, Mathematics and Social Studies. Our Service Learning curriculum will help our students become socially responsible and engaged citizens, empathetic to the needs of others.

Lashon recognizes that multicultural understandings are essential in our global community and to this end our students’ study of the Culture and History of Israel and its Immigrant Communities (CHIIC) aligned with the California History-Social Science Content Standards will allow students to explore and come to appreciate the immigrant cultures of many nations. Throughout our curricula choices, students will work collaboratively and respectfully with their peers – preparing them for work as adults.

Fundamental to Lashon Academy are the values listed below.

High Expectations and High Standards

At its core, Lashon Academy expects high levels of achievement from all of its students. Lashon Academy made the decision to start its school with kindergarten, first and second grades so that students learn from the beginning of their education, that their teachers and all adults in their school expect that of them and will provide the tools and skills necessary to realize their immense potential. So often, that is not a message that many children receive in their current academic settings. Lashon Academy believes that setting positive and high expectations and standards for children at the earliest of ages, and that the establishment of a community that has high expectations and standards for all, is a first and important step in guiding all students to success. The experience of success, early in life, is a foundation for students to be self-motivated, competent, and lifelong learners.

Strong Academic Focus

Lashon Academy will be a unique alternative public school in Van Nuys. With its commitment to excellence and its unique language integration model, Lashon Academy will provide families in Van Nuys with additional choices to the types of educational opportunities that are currently available to them within the public system. With Lashon Academy's longer time on task, parents are given a chance to place their children in an environment that is focused on learning and success. Such an approach will benefit students from every socioeconomic status, including students who are English language learners or from low-income backgrounds.

The incorporation of an intensive focus on a foreign language in the school's curriculum supports positive evidence-based learning and developmental outcomes in students engaged in foreign language study. Research shows the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. Lashon Academy's strong academic focus, in an integrated language environment, will result in students who are competent learners.

Diversity, Service Learning and School Climate

Lashon Academy envisions the school as a learning community that treats children and adults with respect and kindness. Lashon Academy will be a place where children value diversity of ideas, develop compassion, and recognize themselves not just as individuals, but citizens of a larger global community. As children mature and participate in communal classroom work—especially related to service learning and community service—they broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own. They can then take their places in the world as empowered adults who can make good choices in their lives, good changes in the world, and work well with others in their occupational and social communities.

Further, children of different socioeconomic and ethnic backgrounds who attend our school will foster a deeper understanding and respect for people different from

themselves as they learn, play and develop social bonds with each other and each other's families. Sociologists point to benefits of "social cohesion" that flow from children interacting together in socioeconomically diverse schools. Social cohesion is the "glue" that holds people together; one aspect of social cohesion is the strength that comes about from shared experiences, identities and values between those from different backgrounds.

Just as socioeconomic diversity will leverage the strength of Lashon Academy's academic program yielding positive student achievement, socioeconomic diversity will leverage the service learning and community service aspects of the curriculum, helping our children to develop caring and sensitivity toward different cultures and social classes. By exposing young children to peers from diverse socioeconomic backgrounds, Lashon Academy has the opportunity to advance some of the evidence-based social benefits of school integration, including the following¹⁷:

- Friendships that develop in integrated schools encourage broad, positive attitudes across students of all different races and income levels. When different groups have more contact, levels of prejudice are significantly lower than within isolated groups.
- Ethnically diverse students who attend integrated schools are more likely to have friends from a racial group other than their own, more likely to work in integrated workplaces, more likely to live in integrated neighborhoods, and more likely to favor integrated schools for their own children. These differences persist even when researchers control for socioeconomic status, prior achievement, and student location.

An important component of Lashon's mission is to infuse students with values of understanding and respect for others. We will bring to life these values through an integration of service learning throughout the curriculum, which promotes social responsibility. Student work in service learning involves experiential education based in the curriculum.

In service learning "experience enhances understanding; understanding leads to more effective action."¹⁸ Developing socially responsible children will enable students to grow into adults who are self-motivated, competent, and lifelong learners. Lashon Academy will enlist the participation of business and community members in support of service learning projects.

A TYPICAL DAY AT LASHON ACADEMY

From a student's perspective . . .

The school day begins at 8:00am. The Principal and teachers meet us at the entrance to the school and welcome us. We line up together and then enter the classroom, unpack our things making sure to remove our snack, homework folders and

¹⁷ [HTTP://WWW3.EDENPR.ORG/PUBLIC/DOCUMENTS/CONTINUED_EXCELLENCE/BOUNDARY_DOC/BENEFITS_OF_INTEGRATION_2010.PDF](http://www3.edenpr.org/public/documents/CONTINUED_EXCELLENCE/BOUNDARY_DOC/BENEFITS_OF_INTEGRATION_2010.PDF)

¹⁸ Eyler, J., & D. E. Giles, J. (1999). *WHERE'S THE LEARNING IN SERVICE-LEARNING?* San Francisco: Jossey-Bass.

journals. We are especially careful to unpack our “book baggies” that contain our independent reading books, our “reach books” and our “just for fun” reading books.

Both Ms. Villani, my general education teacher and Mr. Yaron, my Hebrew instructor, have prepared for the day. The Principal and teachers often speak to parents while we get ready for the day. We gather on the carpet making sure to take our assigned rug spots. This is called our meeting area. We check to see that our “turn ‘n talk” partners are here. We can’t wait to share our reading during partner reading time.

While in the meeting area, I glance up at the calendar to make sure that the calendar monitor has correctly inserted the correct date. It’s my job to fill in the blanks for “yesterday was, today is and tomorrow will be.” At the beginning of the year we did this as a class but we all know it now and we take turns to do this independently.

While we are waiting for Ms. Villani, we are reading the morning message she has written to us. It tells us information about the day and often asks specific questions for us to think about. We read silently or with our rug partners. Sometimes we take the marker and write on the message to answer or guess at something.

There are a lot of charts in the room to help us figure out words and to help us find ways to understand what we read. All year Ms. Villani has been adding more charts. Some of us even have these charts, mini-style, in our reading folders. Ms. Villani also gives us bookmarks with information from the charts to help us while we are reading. If we really are stuck we can ask our partners for help or we can use “post-its” to remind ourselves where we were having trouble. As a matter of fact, we use a lot of “post-its” during reading for a lot of different things.

Ms. Villani comes to the carpet and reviews the morning message and also our schedule for the day.

Below is a class schedule:

8:00 a.m.-8:15 a.m.-	Morning Routines
8:15 a.m.--9:15 a.m.-	Readers’ Workshop
9:15 a.m.--10:15 a.m.-	Writers’ Workshop
10:15 a.m.--11:15 a.m.-	Hebrew
11:15 a.m.--12:00 p.m.	Lunch & Recess
12:00 p.m. -1:00 p.m.	Math
1:00 p.m. -2:00 p.m.	Social Studies
2:00 p.m. -3:00 p.m.	Science
3:00 p.m. -3:15 p.m.	Sharing/Packing Up
3:20 p.m.	Dismissal

Ms. Villani shows us the poem for the week. It is on big chart paper. It is our *shared reading* and we get a new poem at the beginning of each week.

We do poetry each morning and our word work is explored through these poems. Lots of times we add words to our word wall from the poems.

Each of us has a poetry journal where we get a copy of the poem to take home and read again. I already have 20 poems in my journal and I enjoy going back to my favorite poems to re-read them again. Sometimes I read to my mom. She says I'm getting so good at reading aloud in a smooth voice. This is part of my homework each night. We also do word sorts from our "Words Their Way" folders. We don't all have the same word work here. Often we continue our word work at home.

8:15 a.m.—Reading Workshop begins. Ms. Smith, the General Studies teacher from the other first grade class, joins us each day for Reading Workshop. While she is with our class Mr. Yaron is working with the other Hebrew instructor in her class and then we switch. (Refer to the Daily Schedule in the section on Allocation of Instructional Time to Different Subject Matter Areas.)

Ms. Villani begins her mini-lesson. She usually models a reading skill or strategy she wants us to use when we go and read independently.

Ms. Villani uses great story books and we really enjoy listening to her read aloud and modeling to us what she does as a reader. Sometimes the book is fiction and sometimes it is non-fiction. I personally enjoy the non-fiction books more than the fiction. I always learn something new from them.

We always practice the reading skill or strategy together at the carpet before we go off and apply what we have learned to our own leveled books.

I forgot to mention that we "shop" for books one day a week. My day is Thursday and I have learned how to choose a "just-right" book for myself.

Before we are sent to work independently we check to see the grouping chart to see which group will be working with Ms. Villani and which group will be working with Ms. Smith. These are the guided reading groups.

When Ms. Villani and Ms. Smith are finished with their groups, they confer with us about our reading. This means that they come over to each of us, usually 2 times per week, and talk about what we are doing as readers. They write down information in their books about us. I think they use that to form the guided reading groups and also to help them remember for the next conference.

During the conference they listen to us, show us something we should practice as readers and then practice with us. We also talk about goals that will help us move to a higher level in reading. These are things we work on between conferences. Sometimes either Ms. Villani or Ms. Smith stops the class to tell us something they noticed about our reading.

We work for at least one-half hour reading independently either by ourselves or with a partner. Usually at about 9:10 we come back to the carpet. Our teachers ask some of us to share our reading experiences with the class. Many times our Principal or Curriculum Coordinator joins us to listen to our sharing.

Our curriculum coordinator sometimes models our reading and writing lessons while our teachers observe her. She also does this during other parts of our day. It is nice that both the Principal and Curriculum Coordinator know all our names.

9:15 a.m.— We begin our Writers’ Workshop. We’ve been working on our “All About Books.” I never realized I was an expert in cats . . . my book is all about caring for cats.

I never realized that my friend Maria didn’t know about cats because she doesn’t have one at home. I wanted her to know about caring for cats like the one I have at home.

Some of my classmates are writing about soccer, or “All About Dogs.” Two kids are even writing an “All About Our School” book. Our teacher says we are all experts in something and can share that with others. I can’t wait to read the other books.

Once again Ms. Villani begins with a mini-lesson. She’s been writing her own book titled, “All about Taking Care of a Baby.” That’s because she had a baby just a few months ago.

Today’s lesson is about how to organize our books. We talked about how books work. I never paid attention to that before but now I know that some books are time-order, some are kinds of, some are question and answer and some are compare and contrast books. Ms. Villani has been reading a lot of these to us so we can get the idea of how our books should be written. Ms. Villani’s book is time-order but mine doesn’t fit that so I’m going to use the question and answer way to organize my book.

We go to our tables to work on our writing. Ms. Villani keeps a few of us at the carpet to make sure we understand the task. She always asks us to remain at the carpet if we are not sure of what to do.

After that Ms. Villani brings a group to a table to work on writing with her. Just like in reading workshop, in writing workshop we conference with her too.

Ms. Villani writes in a book about us and helps us with our writing. She uses this to plan for future lessons to help us improve our writing.

10:00 a.m. or so—We stop and come back to the carpet to share things about our writing. At 10:10 we have a quick snack and get ready for Hebrew.

10:15 a.m.—Hebrew begins with Mr. Yaron and Ms. Sarit. Ms. Sarit is the Hebrew instructor from the other first grade class. Both teachers speak only Hebrew throughout the hour lesson. They use a lot of gestures and objects to help us understand what they are saying.

We start with a song in Hebrew and sometimes we even dance. We’ve learned each other’s Hebrew names and also how to have a conversation with each other. We also do calendar work in Hebrew. We practice that with the teachers and also with our partners.

We've been studying a lot about the family and have learned a lot of words and sentences in Hebrew to talk about family members. We are divided into two groups and work with either Mr. Yaron or Ms. Sarit speaking only in Hebrew.

11:15 a.m. -12:00 p.m.—We have lunch and recess. Our Hebrew instructor stays with us during this time and we continue to speak in Hebrew about our food and lunch. When it is time for recess, teachers take turns supervising us.

12:00 p.m.-1:00 p.m.—Time for math...we have been working on number sentences. Both Mr. Yaron and Ms. Villani are our teachers. We meet Ms. Villani at the carpet for a math mini-lesson. When she is finished with the lesson, Mr. Yaron adds Hebrew to the lesson reviewing numbers and important Hebrew mathematical words. We return to our tables and work with problems practicing what we've seen modeled at the carpet. Ms. Villani keeps a group at the carpet to review and Mr. Yaron also has a group that he works with.

1:00 p.m.-2:00 p.m.—During social studies we learn about our families now and families long ago. We even learn about some families in Israel that help us understand the culture and history of Israel and its immigrant communities. While on a neighborhood walk we noticed a lot of stray cats and decided to help our community address this. This is our service learning project.

2:00 p.m.-3:00 p.m.—Science time is my favorite time of the day. We are studying life cycles and learned about frogs and butterflies. As a matter of fact we have some butterfly eggs that we are watching. We each keep our own journal on what we observe.

3:00 p.m.-3:15 p.m.—We have our final sharing of the day, receive our homework folders that contain math review sheets and also a butterfly vocabulary sheet. We all take home our poetry journals, reading logs, word sorts, science journals and of course our book baggies.

3:20 p.m.—We are dismissed.

The rest of the day...

3:30 p.m.-4:30 p.m.—Faculty and administrators meet daily for the following:

- Grade level teams meet to plan and receive professional development
- Hebrew instructors meet to plan and receive professional development
- Joint General Education and Hebrew instructors meet to work on their co-teaching model
- Student Success Teams meet to address needs
- Protocol sessions are held for teachers to collaborate on student work

INSTRUCTIONAL PROGRAM AND CURRICULUM

Instructional Program and Curriculum the School Plans to Use

Curriculum alignment and integration are at the core of Lashon's instructional program. For example, a Social Studies lesson about our community may lead to a community walk where our students notice an excessive amount of trash. A discussion about this community problem would follow, possibly leading to action in the form of letter writing, researching responsible community services and students seeking to remedy this situation in other ways.

Our core subjects, Reading and Writing Workshop, Math, Science and Social Studies/Service Learning and Modern Hebrew, will be scheduled in one-hour blocks with two instructors during Reading, Math, Social Studies/Service Learning and Hebrew. Core subjects, English Language Arts and Math, will be taught in English and may become a springboard for activities in Modern Hebrew. Additionally, Modern Hebrew will be spoken during transitions, meals and other communal activities.

Teachers at Lashon Academy will use the workshop model to deliver a balanced instructional approach. The workshop model builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk populations such as students with disabilities, ELs, and socioeconomically disadvantaged students.

Instructional Framework / Strategies

Lashon Academy's instructional framework will provide students with a solid academic foundation in all subject areas. It will incorporate a rigorous curriculum combined with high standards and expectations --delivered through data-driven instructional best practices. Following are the key design elements that will be utilized in support of our goals:

1. Data-Driven Instruction
2. The Workshop Model of Instruction
3. Co-Teaching and Modern Hebrew Integration
4. Embedded Professional Development
5. Extended Time on Task
6. Socioeconomic Diversity

The following describes each of Lashon Academy's key design elements focusing on how it will support our goals.

Data-Driven Instruction

Lashon Academy will embrace a data-driven culture; data will be at the heart of all professional conversations about student work and achievement as well as around all professional development.

Lashon Academy's assessment protocol includes literacy and mathematics assessments within the grades K-2 span. This is necessary in order to be able to monitor the progress of these students in building foundational knowledge in reading, writing and mathematics. We will then be able to assess whether or not our students will be on track to meet proficiency standards beginning in Grade 2 when they will take California Standards Tests (CSTs). Lashon Academy's instructional leadership will use various vehicles to assess the student needs and provide appropriate professional development to address any instructional and curricular gaps.

Teachers and administrators will be collecting data on a daily basis. Data will include student attendance, demographics, multiple forms of student assessment data student enrollment data and so on.

Lashon Academy will use a student information management system, provided by the Hebrew Charter School Center, to house the data and to provide users (particularly administrators and teachers) with the capability to view, analyze and report on a real time basis the performance of (1) individual students, (2) classrooms of students and (3) all students in the school. Such feedback enables teachers to tailor instruction to individual, disaggregated or aggregate student needs.

Monitoring Progress in Meeting Student Outcomes

The data system will allow administrators and teachers to track students' growth and mastery on the Common Core State Standards and make classroom or school-wide modifications as needed. Output from this system will allow the Board of Education and Lashon Academy to monitor progress in meeting student outcomes. (HCSC provides this system to all HCSC network schools. The system is based on the OnCourse Student Information System (SIS), including Lesson Planner, Grade Book, Student Stats, and Curriculum Builder modules.)

We will use a school-based approach to "monitor for results." This includes a number of elements:

- Fountas and Pinnell reading assessments (refer to the section on Core Subjects, Teaching Methodologies, Textbooks and Other Instructional Resources) will be conducted in six-week cycles.
- Benchmark Reading Levels from Teachers' College will monitor closely student growth and achievement toward reaching and exceeding important reading benchmarks.
- At the beginning of the school year a baseline assessment in writing, in the form of an on-demand piece, will be used. These writing samples will be analyzed using the Teachers' College Continuum of writing samples. This analysis will have implications for planning and conferring during Writers' Workshop.

- Ongoing conferences during readers and writers workshop will enable teachers to acquire data about what students are doing and what they need to do as readers and writers.
- Ongoing formative assessments and daily small group instruction in mathematics will drive planning and differentiation.

The Workshop Model of Instruction

Lashon Academy will use the workshop model of instruction in all the core subjects. The workshop model, especially as used in reading and writing instruction, supports all learners.

Daily read-a-louds and shared readings infuse the production of language and provide opportunities for students to listen, watch, and share. The texts involved in these shared readings are chosen to address specific student needs and are repeated daily. These repetitions support students in oral and written language acquisition.

The shared reading process is scaffolded¹⁹ to guide students to undertake much of the shared reading by the end of the week. Each day “word work,” lessons derived directly from the shared readings, address the understanding of language by exploring sounds and meanings in the context of real literature; thus, the function of language is explored.

Students will have additional word work from the “Words Their Way” program, by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston, published by Prentice Hall. This work will be based upon initial and ongoing assessments from the program and will therefore be differentiated based upon these assessment results.

The workshop model environment is one in which there is consistency in daily routines, experiences and interactions with peers. Accountable talk and student sharing are part of the workshop structure. Lessons are conducted in a “meeting area” with close teacher physical presence. Teachers are cognizant of supporting students’ needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them.

English learners, as well as other at-risk student groups, will be encouraged to remain at the meeting area to review, reinforce and to repeat instructions. Small group instruction during the workshop model’s guided portion and conferencing will occur daily and will further focus on ELs’ and other special populations’ needs.

¹⁹ Scaffolding is based on Lev Vygotsky’s theory known as Zone of Proximal Development. Basically, the theory states that a teacher introduces a new concept to a student and gives the student all the assistance needed in the beginning of the teaching phase. As lessons continue over time, the teacher assigns new lessons that the student must learn on their own. This is the basic of fundamentals of scaffolding in education. This speaks to the “TO, WITH, and BY” backbone of the workshop model delivered through a mini-lesson. Teacher introduces the concept through modeling (TO), teacher practices with students (WITH), then students work independently practicing what they’ve seen modeled and what they practiced with the teacher (BY).

There are many schools successfully using the workshop model of instruction throughout the nation. Students have opportunities to synthesize their current understanding every day, supported by the structure. It is a structured method for a group of students to participate in a very collaborative inquiry. Every day they go through this process together, learning new skills and new content, and every day they synthesize that learning. Expeditionary Learning Schools have had documented academic success using this model. The Genessee Community Charter School at the Rochester Museum, in Rochester, New York is an example of a school successfully using this model to achieve exemplary academic results. For example, in 2010, the school met all AYP results. In the following grade level/tests, at least 88% of students met state learning standards or met state learning standards with distinction:

- Grade 3 English
- Grade 3 Math
- Grade 4 English
- Grade 4 math
- Grade 4 Science
- Grade 5 Social Studies

(See [APPENDIX D, WORKSHOP MODEL](#))

Co-Teaching and Hebrew Integration

Lashon Academy will leverage the benefits of its instructional model by using a co-teaching team model in core subjects. In addition, a Modern Hebrew integration model will be used in some subject areas (Social Studies, Service Learning, Physical Education and Science). Lashon Academy's unique scheduling structure supports co-teaching during the Readers Workshop, Writers Workshop and Math, in which, two California multiple subject credentialed teachers for Readers Workshop will provide instruction and one California multiple subject credentialed teacher and a teacher's assistant will provide instruction in Writers Workshop and Math (See [TABLE 4 DAILY SCHEDULE](#))

In Hebrew language class, one Hebrew instructor, who is a native or near-native Hebrew speaker ([APPENDIX I HEBREW ELEMENTARY CLASSROOM INSTRUCTOR](#)), will be assisted by a Hebrew speaking teachers' assistant to provide instruction solely in Hebrew. Social Studies will be taught by one California multiple subject credentialed teacher and the Hebrew instructor, whereas, Physical Education and Science will be taught by one California multiple subject credentialed teacher and a Hebrew speaking teacher assistant.

Co-teaching also affords greater opportunity to address student needs through differentiation. Having two credentialed teachers in the classroom increases the teachers' ability to create flexible groupings and significantly lowers the teacher to student ratio. (See [TABLE 4. DAILY SCHEDULE](#))

While core content material is taught in English (Reading, Writing and Math), the Hebrew instructor or teachers assistant supports classroom instruction in Social Studies, Science, Service Learning, and Physical Education. The co-teacher serves two important

roles: (1) providing enhancement during the small group and independent work portion of the workshop model by monitoring work and supporting students' acquisition of concepts with additional examples (for instance, in Science the Hebrew instructor's assistant may use additional manipulatives/realia and/or modeling to support small group and independent learning) using only the Hebrew language and/or non-verbal cues and (2) enhancing the lesson, after the California multiple subject credentialed teacher has given the lesson, by infusing appropriate Hebrew language into the lesson. This increases exposure to Modern Hebrew and furthers Hebrew language acquisition.

Likewise, during Social Studies the Hebrew instructor enhances instruction by infusing Hebrew language into the lesson, especially when addressing the Culture and History of Israel and its Immigrant Communities curriculum. Role-plays, dramatic enactments, dialogue, and primary resource texts add to student engagement and immersion in the target language.

As stated previously, research points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. The American on the Teaching of foreign Languages (ACTFL) Identifies three major areas that benefit from language learning: 1. Academic achievement, 2. Cognitive benefits to students, and 3. Attitudes and beliefs about language learning and other cultures.²⁰ (See: [HOW LEARNING BEST OCCURS](#)) Thus the study of Hebrew will have positive impact on our students throughout their formal schooling. (See [APPENDIX C, PROFICIENCY APPROACH](#)).

Embedded Professional Development

A 2000 study by the National Staff Development Council²¹ examined the award-winning professional development programs at eight public schools that had made measurable gains in student achievement. The study found that in each of the schools, “the very nature of staff development [had] shifted from isolated learning and the occasional workshop to focused, ongoing organizational learning built on collaborative reflection and joint action.” Specifically, the study found that the schools’ professional development programs were characterized by collaborative structures, diverse and extensive professional learning opportunities, and an emphasis on accountability and student results. This is what Lashon Academy’s professional development model will emulate.

Lashon Academy’s model of embedded professional development rejects the model of the sole delivery of professional development through discrete workshops and instead embraces the concept that professional development must be infused throughout the school day, every day. At Lashon Academy, *embedded* professional development means that the Principal and the Curriculum Coordinator work on a daily

²⁰ [HTTP://WWW.DISCOVERLANGUAGES.ORG/L4A/PAGES/INDEX.CFM?PAGEID=4524#COGNITIVE](http://www.discoverlanguages.org/l4a/pages/index.cfm?pageid=4524#COGNITIVE)

²¹ National Staff Development Council. (2001). *Standards for staff development* (Revised Ed). Oxford, Ohio: National Staff Development Council.

basis coaching the school's instructional staff and providing training and guidance in their work with *all* learners, including special populations of ELs, Special Needs, at-risk students and gifted and talented students. This also means that the school has set aside time in the school day for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels. At Lashon we have established a schedule where we have set aside one hour each day, from 3:30-4:30, for this purpose.

Our professional development model will have tremendously positive ramifications for increasing student achievement. There is no question that teacher quality is directly related to student achievement. According to the April 2008 Policy Brief entitled "*Improving the Distribution of Teachers in Low-performing High Schools*" published by the Alliance for Excellent Education, "Teacher quality is the school factor which makes the greatest impact on student achievement" (Hanushek et al 2005; Ferguson and Ladd 1996; Sanders and Rivers 1996), and consistent exposure to effective teachers can overcome obstacles to learning and even close achievement gaps (Babu and Mendro 2003; Rivkin et al. 2002)."²²

However, one of the major problems facing low-performing schools that serve large numbers of poor and minority students is the inequitable distribution of teachers: research has shown that when it comes to the distribution of the best teachers, poor and minority students do not get their fair share. According to a June 2006 article entitled "Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality" by Heather G. Peske and Kati Haycock published in *Education Trust*, in 2004, with support from the Joyce Foundation, three states (Ohio, Illinois and Wisconsin) and three of their largest school systems (Cleveland, Chicago and Milwaukee) set out to tackle this problem and the data that they collected on teacher distribution and the patterns they identified pointed to large differences between the qualifications of teachers in the highest-poverty and highest-minority schools and teachers serving in schools with few minority and low-income students. Hiring highly qualified teachers and prioritizing the professional development of those teachers, through daily embedded support will create a culture of high expectations for all members of the Lashon Academy community and will serve to raise the quality of the teachers.

Extended Time on Task

Lashon Academy will have extended time on task. We believe firmly that more time on task to deliver quality academic and enrichment programming will benefit all learners in meeting and exceeding proficiency standards.

As is illustrated by the table below, American children spend the *least* amount time in the classroom as compared to other countries.

²² [HTTPS://WWW.ALL4ED.ORG/FILES/TEACHDIST_POLICYBRIEF.PDF](https://www.all4ed.org/files/TeachDist_POLICYBRIEF.PDF)

<u>Country</u>	<u>Days of School</u>
Japan	243
South Korea	220
Israel	216
Luxembourg	216
The Netherlands	200
Scotland	200
Thailand	200
Hong Kong	195
England	192
Hungary	192
Swaziland	191
Finland	190
New Zealand	190
Nigeria	190
France	185
United States	180

President Obama has said, “We can no longer afford an academic calendar designed when America was a nation of farmers who needed their children at home plowing the land at the end of the day. That calendar may have once made sense, but today, it puts us at a competitive disadvantage. Our children spend over a month less in school than children in South Korea. That is no way to prepare them for a 21st century economy.”

According to *Restructuring and Extending the School Day*, a report published by the National High School Center there are benefits to an extended school day.²³ Citing the Rennie Center for Education Research and Policy, 2003, the National High School Center states that when students are engaged in quality learning activities during an extended school day their test scores and retention of subject matter improve. The Report goes on to say that low income students particularly benefit from an extended school day and year because more often than not those students do not have access to supplemental educational experiences outside of the classroom.

This fact has not been lost on charter schools. Of course, merely having an extended time on task does not guarantee high student achievement. However, Lashon Academy is able to use the additional time on task to leverage an already comprehensive and effective academic program to more powerfully impact our students’ academic success. Lashon Academy address’ this extended time as detailed in the Daily Schedule and school calendar section of this petition, in addition, the academy does not have a minimum day, exceeds the California State requirements of instructional minutes and will strive for 180 instructional days or will conform to state standards on instructional days.

At Lashon Academy, we have structured our day to provide extended time on task by :

²³ [HTTP://WWW.CENTERII.ORG/HANDBOOK/RESOURCES/8_A_RESTRUCTURING_SCHOOL_DAY.PDF](http://www.centerii.org/handbook/resources/8_A_RESTRUCTURING_SCHOOL_DAY.PDF)

- Providing two hours of ELA and 1 hour of math instruction for all students every day
- Reducing the ratio of student:teacher through the adoption of a co-teaching model, allowing for greater intensity of instruction
- Immersing students in Modern Hebrew during breakfast, lunch and at strategic points during the day, thus students are employing the target language in a natural setting

Our model of instructional delivery, coupled with our daily schedule, allows students to be engaged more minutes each day in academic learning, resulting in greater educational outcomes.

Socioeconomic Diversity

We firmly believe that our socioeconomically diverse school will support increased academic achievement and a decrease in the persistent achievement gaps between poor children and more affluent children and between students of different racial and ethnic backgrounds.

It is important to stress that a socioeconomically diverse school community in and of itself, cannot increase student achievement in isolation. However, we believe that having a socioeconomically diverse community will leverage the strengths of the Lashon Academy curriculum and differentiated instructional program and the attendant supports we will have in place (professional development, instructional intervention, and extended time on task.) to improve student performance.

In a 2005 Harvard University Civil Rights Project, the writers concluded that, schools that attempt to resolve the achievement gap by funding equity or classroom size changes would probably fail if the segregation issues were not addressed.²⁴

The involvement of highly educated parents will also have a positive influence on students in our diverse socioeconomic school setting. A 1990 longitudinal study that looked into the factors that “influence gains in achievement among high school students found that the socioeconomic status of students at the school to be ‘strongly associated’ with achievement gains between sophomore and senior years. The researchers found that ‘through their peers, students are influenced by the families of other students in a school.’”²⁵

Lashon Academy will be in a better position than its high-poverty public school counterparts to positively impact the educational achievement levels of underserved children in the community by leveraging its strong academic program with the benefits it will reap from having a socioeconomically diverse community. The deliberate decision to locate Lashon Academy in a low-income and low-performing community and market the

²⁴ Orfield, Gary et al, “*Why Segregation Matters: Poverty and Educational Inequity*,” Cambridge, MA: Harvard University, January, 2005.

²⁵ Chubb, John and Moe, Terry, Politics, Markets, and American Schools, (1990)

school within and beyond that community will create a socioeconomically diverse student population. Research, as described in *Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland* demonstrates the benefit of socioeconomically diverse schools, which include:

- School based economic integration effects accrued over time
- The academic returns from economic integration diminished as school poverty levels rose.
- Children in public housing benefitted academically from living in low-poverty neighborhoods, but more from attending low-poverty schools.²⁶

With a socioeconomically diverse enrollment and the implementation of the Lashon Academy educational program, all students will benefit academically.

Core subjects, Teaching Methodologies, Textbooks and Other Instructional Resources

English Language Arts

Lashon Academy will engage in a rigorous and *balanced* ELA curriculum starting in Kindergarten. The priority to develop strong readers, writers and communicators is reflected in a daily two-hour block devoted to ELA instruction in Grades K-6 in addition to continued work on these skills as a matter of course throughout the curriculum.

²⁶ Schwartz, Heather. (2010) *Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland*. The Century Foundation

Table 4. Daily Schedule

Time	Class 1	Class 2	Class 3
8:00 – 8:15 IS ²⁷ : 15mins	Morning Meeting <i>(In Hebrew & English Depending on Staffing in the Room)</i>		
8:15 - 9:15 IS: 60mins	<i>Hebrew Instruction</i> Hebrew Instructor 1 Teacher Assistant 1 (Hebrew)	<i>Readers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 1 Credentialed Teacher 2	<i>Writers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 3 Teacher Assistant 2 (English)
9:15 – 10:15 IS: 60mins 1 st recess will be within this time	<i>Writers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 3 Teacher Assistant 2 (English)	<i>Hebrew Instruction</i> Hebrew Instructor 1 Teacher Assistant 1 (Hebrew)	<i>Readers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 1 Credentialed Teacher 2
10:15 – 11:15 IS: 60mins	<i>Readers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 1 Credentialed Teacher 2	<i>Writers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 3 Teacher Assistant 2 (English)	<i>Hebrew Instruction</i> Hebrew Instructor 1 Teacher Assistant 1 (Hebrew)
11:15 - 12:00 *w/ recess	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
12:00 – 1:00 IS: 60mins	<i>Social Studies/Service Learning</i> Credentialed Teacher 1 Hebrew Instructor 1	<i>Math</i> Credentialed Teacher 2 Teacher Assistant 1 (English)	<i>Science</i> Credentialed Teacher 3 Teacher Assistant 2 (Hebrew)
1:00 - 2:00 IS: 60mins <i>PE will be taught during this time on a rotation</i>	<i>Science</i> Credentialed Teacher 3 Teacher Assistant 2 (Hebrew)	<i>Social Studies/Service Learning</i> Credentialed Teacher 1 Hebrew Instructor 1	<i>Math</i> Credentialed Teacher 2 Teacher Assistant 1 (English)
2:00 – 3:00 IS: 60mins <i>PE will be taught during this time on a rotation</i>	<i>Math</i> Credentialed Teacher Teachers Assistant 2 (English)	<i>Science</i> Credentialed Teacher 3 Teacher Assistant 2 (Hebrew)	<i>Social Studies/Service Learning</i> Teacher 1 Hebrew Instructor 1
3:00 – 3:15	<i>Closing Day Routines</i>		
3:20	<i>Student Dismissal</i>		
3:30 – 4:30	<i>Staff Professional Development</i> <i>Staff Meeting</i> <i>Grade Level Teams</i> <i>Professional Learning Communities</i>		

²⁷Instructional Minutes

To help build the foundation, Lashon Academy will implement the Teachers College Reading and Writing Project (TCRWP) curriculum through a workshop model. The TCRWP model allows teachers to guide students to take the initiative to create, work, and learn in a meaningful way and has a proven track record of improving student achievement.

The curricular calendars for both reading and writing have been aligned to the Common Core State Standards. The instructional scope and sequence systematically provides information of students' strengths and weaknesses relative to the standards.

Writing and Reading units of study will focus on different genres (see [TABLE 5 TYPICAL WEEK OF WORK STUDY](#)). Students will learn about the characteristics of each genre by reading and studying mentor texts. To support this learning extensive leveled classroom libraries will be ordered for each classroom. These libraries will contain books from all genres of fiction and non-fiction. Students will be taught how to choose "just-right" books. Read a-louds to support units of reading and writing will also be ordered for each classroom.

Through workshops - whole class mini-lessons, small group instruction, and individual conferences - students will receive explicit instruction on essential reading/writing strategies and skills. Early readers need to practice their reading skills by re-reading familiar texts independently or with partners. Additionally, students benefit from the opportunity to choose books for independent reading from a classroom library of leveled books that are reflective of a wide range of genres, authors and topics so as to satisfy student interests.

A systematic scope and sequence of teaching is organized every four to six weeks to provide important information about students' strengths and weaknesses relative to the standards. This information informs the instructional program. Teachers then create a plan of action (POA) for each student. Lesson planning, grouping for guided reading and writing, and other interventions are a direct result of this process.

Lashon Academy will also have a strong phonics-based (and research based) instructional program starting in Kindergarten through Grade 2.

Words Their Way is a developmental, spelling, phonics, and vocabulary program. It is research based and was developed by Invernizzi, Johnston, Bear, and Templeton. It is intended to be a part of a balanced literacy plan that includes fluency, comprehension and writing.

Words Their Way is an open-ended individual process. Teachers initially assess students to determine where to begin instruction. Based on assessment results students are given words to study in order to discover their common attributes. This allows students to actively construct their own knowledge of spelling patterns. Students engage in word sorting, word hunts, games and drawing and labeling. They work individually, with partners, and in small groups to encourage cooperative learning and individual responsibility.

Table 5. Typical Week of Word Study

Typical Week of Word Study	
Monday	<ul style="list-style-type: none">• Students receive words to cut out.• Teacher introduces words, demonstrates how to sort them in a small group.• Students explain why words are being sorted that way.• Students take their own words back to their seats and independently replicate the sort.• They will then write or paste (dependent on grade level) the sort in their word study notebooks.
Tuesday	<ul style="list-style-type: none">• Students re-sort words.• They will pick 6 words to draw and label.
Wednesday	<ul style="list-style-type: none">• Students will sort words with a partner.• They will check each other's work and discuss any difficulties.
Thursday	<ul style="list-style-type: none">• Students sort words. They might have a speed sort against the teacher.• Students perform a word hunt using literature currently being read. (from their book baggies or book baskets)
Friday	<ul style="list-style-type: none">• Review game or activity using words of the week.• Test/Assessment

After a Friday assessment if students do not grasp the feature studied, the same feature will be studied again next week, with new words. Similarly, when a new concept is introduced, two to three weeks might be devoted to one feature, until students are able to show ownership of this feature. If a particular student is not progressing or is excelling, the groups are flexible and are often changing.

Word study will also be addressed during the Shared Reading component of the Reading Workshop. Differentiated homework will also be based upon the findings of the word study assessments.

Lashon Academy will introduce students to the joy of reading with authentic literature. Students will understand that the goal of reading is to achieve comprehension and to obtain information, and the concurrent focus on phonics and phonemic awareness will provide them with the tools to do just that.

Starting in kindergarten and continuing through higher education, teaching is always responsive; it is always assessment-based. Children learn from direct and explicit-strategy instruction (mini lessons), from the opportunity to read independently and in partnerships, from small group—guided reading and strategy instruction, and from individual conferring. The direct and explicit-strategy instruction that begins a workshop is known as the mini lesson.

Teachers will teach a mini lesson at the start of every reading workshop because this rallies children's commitment and sense of purpose and instructs them in the essential reading skills applicable to books at ALL levels. For example, knowing when you're reading a book that feels "just right" is something that doesn't end in first grade. Mini lessons include an explicit teaching point that crystallizes the message of the lesson. Mini lessons aim to teach readers skills that they can draw upon that day and every day. For this reason, mini lessons begin with a reminder of all that children have learned and

end with a suggestion that this new skill is just one of many skills children can draw on as they read.

The most important part of a reading workshop is the actual reading time. Children exit the mini lesson with book bins or book baggies in hand, and go to a reading spot where they read.

Initially, at the start of the year, children may need to be reminded of routines and expectations for reading time. As September passes to October, the time frames for reading will increase. Children may first read with a partner (sitting hip to hip, hearing a book, taking turns or reading in unison) and then after 15-20 minutes, read independently for similar lengths of time. Independent (reading alone) time will grow as skills grow.

As children read with a partner or independently, teachers will confer with individuals or partners and lead small groups of all kinds. The conference structure will consist of research-compliment-decide-teach. The small groups will be flexible, need-based, and quick, lasting no more than approximately 10-12 minutes a group.

A full balanced reading program includes not only a reading workshop but also a variety of other structures such as: reading aloud, shared reading, phonics (word study-see *Words Their Way* detailed above) and above all a writing workshop.

Below are the suggested calendars for reading workshop by grade level:

Table 6. Suggested Calendars for Reading Workshop by Grade Level

Suggested Time of Year	Kindergarten Unit of Study	Grade 1 Unit of Study	Grade 2 Unit of Study	Grade 3 Unit of Study	Grade 4 Unit of Study	Grade 5 Unit of Study	Grade 6 Unit of Study
September	We Are Readers Exploring the Exciting World of Books and Poems: Let the Reading Adventures Begin!	Readers Build Good Habits: We Use Strategies Before, During and After We Read	Take Charge of Reading	Building a Reading Life	Building a Reading Life	Agency and Independence: Launching Reading Workshop with Experienced Readers	Agency and Independence: Launching Reading Workshop with Experienced Readers
October	Readers Read, Think, and Talk about Emergent Story Books and Invent Fun Things to Do With Them	Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder	Tackling Trouble	Following Characters into Meaning: Envision, Predict, Synthesize and Infer	Following Characters into Meaning: Envision, Predict, Synthesize and Infer	Following Characters into Meaning: Synthesize, Infer, and Interpret	Investigating Characters Across Series
November	Readers Use Our Super Powers to Read Everything We Can	Meeting the Characters in Books and Studying What They Do	Characters Go On Journeys	Series Book Clubs		Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction	Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction
December	Readers Use All We Know to Read Songs, Poems, and Other Texts	Readers Work Hard to Understand What We Are Reading by Using All We Know to Figure out Words and	Nonfiction	Nonfiction Reading: Expository Texts	Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative and	Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets With Critical	Nonfiction Research Clubs: Developing Analytical Lenses for Informational Reading

Suggested Time of Year	Kindergarten Unit of Study	Grade 1 Unit of Study	Grade 2 Unit of Study	Grade 3 Unit of Study	Grade 4 Unit of Study	Grade 5 Unit of Study	Grade 6 Unit of Study
		Clear up Confusing Parts			Hybrid Nonfiction	Analysis Lenses	
January	Readers Pick Just-Right Books and Make New Year's Resolutions	Readers Study Characters to Talk Well About and Perform Our Stories	Reading and Role-Playing	Mystery Book Clubs	Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets With Critical Analysis Lenses	Historical Fiction Book Clubs or Fantasy Book Clubs	Historical Fiction Book Clubs: Tackling Complex Texts
February	There are Secrets to Reading: Readers Use Patterns and Other Tools to Figure Out Our Stories	Nonfiction Reading: Reading to Become Experts and to Share Passions!	Series Reading Clubs	Biography Book Clubs	Historical Fiction: Tackling Complex Texts	Interpretation Text Sets	Developing Analytical Reading Practices: Interpretation
March	Just Like Writers Are Brave Enough to Tackle Hard Words—Readers are as Well	Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts of Our Books	Nonfiction Reading Clubs				
April	Readers Get to Know the Characters in Our Books and Talk About Them With Others	Readers Get to Know the Characters in Our Books and Talk About Them with Others	Reading Poetry	Test Preparation	Interpretation Text Sets/Test Preparation	Test Preparation	Test Preparation

Suggested Time of Year	Kindergarten Unit of Study	Grade 1 Unit of Study	Grade 2 Unit of Study	Grade 3 Unit of Study	Grade 4 Unit of Study	Grade 5 Unit of Study	Grade 6 Unit of Study
May	Readers Learn About the World Through Reading Clubs	Readers Can Read About Science Topics to Become Experts	Reading About Science	Information Reading: Reading, Research and Writing in the Content Areas	Information Reading: Reading, Research and Writing in the Content Areas	Information Reading: Reading, Research and Writing in the Content Areas	Social Issues Book Club
June	Readers Make Plans and Invent Projects for Summer Reading	Find Your Niche as a Reader: Readers Find a Series of Books to Read for a Stretch of Time (Series Book Clubs), Plan Our Own Reading Projects, and Make Plans for Our Summer Reading	Fairy Tales and Folk Tales	Social Issues Book Clubs	Social Issues Book Clubs	Author Study: Reading Like a Fan or Historical Fiction Book Clubs or Fantasy Book Clubs	Author Studies to Independent Reading Projects: Launching a Summer of Reading

From the earliest grades, composition and writing will be stressed. We begin the year with a baseline writing assessment in the form of a “free write.” These baseline writing assessments are measured using the TCRWP narrative continuum of writing.

The data from this assessment informs the instructional program in writing. The teaching of writing comes from the Writing Curricular Calendars developed and supported by TCRWP. This yearlong curriculum is part of a K-8 spiral curriculum.

Throughout the curriculum, students receive ever more rigorous instruction in narrative, expository, informational, poetic and procedural writing. This enables them to work in each of these fundamental modes and to do so with increasing sophistication and decreasing reliance on scaffolds.

For example, kindergarteners write “small moment stories” by recalling an event, retelling it across their fingers, then sketching it across pages in a booklet, then labeling items in each sketch. By late elementary school, students who write ‘small moment stories’ regard these as personal narratives, and they know that often a writer advances a particular meaning across the storyline, and that it is important to draw on a knowledge of story structure so as to develop characters, setting, plot, theme, story tension and the like.

Below are the suggested calendars for writing workshop by grade level:

Table 7. Suggested Calendars for Writing Workshop by Grade Level

Suggested Time of Year	Kindergarten Unit of Study	Grade 1 Unit of Study	Grade 2 Unit of Study	Grade 3 Unit of Study	Grade 4 Unit of Study	Grade 5 Unit of Study	Grade 6 Unit of Study
September	Launching the Writing Workshop	Launching with Small Moments	Launching with Small Moments	Launching the Writing Workshop	Raising the Level of Personal Narrative Writing	Memoir	Raising the Level of Personal Narrative Writing and Edging Towards Memoir
October	Approximating Small Moments	Writing for Readers	Authors as Mentors (and Writing for Readers)	Raising the Quality of Narrative Writing	Realistic Fiction	The Interpretive Essay: Exploring and Defending Big Ideas About Life and Texts	Realistic Fiction/Social Action Fiction
November	Observing, Labeling and Listing Like a Scientist: Leaf Study	Realistic Fiction	Writing and Revising Realistic Fiction	Realistic Fiction	The Personal and Persuasive Essay: “Boxes and Bullets” and Argument Structures for Essay Writing.	Information Writing: Building on Expository Structures to Write Lively, Voice-filled Nonfiction Picture Books.	Information Writing: Nonfiction Books
December	Raising the Quality of Small Moment Writing	How-To Books	Writing Adaptations of Familiar Fairy Tales, and Original Fantasy Stories as Well	Opinion Writing: Persuasive Reviews and Speeches/Letters	Informational Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Picture Books.	Research-based Argument Essays	The Personal and Persuasive Essay
January	Writing for Readers	Persuasive Letter Writing	Persuasive Reviews	Informational Writing	Historical Fiction	Historical Fiction or Fantasy Fiction	Historical Fiction
February	How-to Books	All-About Books	Expert Projects: Writing to Learn and to	Genre Studies	Literary Essay	Historical Fiction or Fantasy Fiction	Literary Essay: Analyzing Texts for Meaning,

Suggested Time of Year	Kindergarten Unit of Study	Grade 1 Unit of Study	Grade 2 Unit of Study	Grade 3 Unit of Study	Grade 4 Unit of Study	Grade 5 Unit of Study	Grade 6 Unit of Study
			Teach About a Topic of Personal Expertise				Craft, and Tone
March	All-About Writing	Authors as Mentors	Write Gripping Stories with Meaning and Significance	Poetry	Poetry: Thematic Anthologies and Test Preparation in Writing	Poetry	Test Preparation: Writing Prompted Essays
April	Poetry and Songs	Poetry	Poetry			Literary Essay and Test Preparation in Writing	Poetry
May	Science	Expert Projects: Writing to Learn and Teach About Science	Expert Projects in a Content Area: Writing to Learn and to Teach About Science	Information Writing: Reading, Research, and Writing in the Content Areas	Information Writing: Reading, Research and Writing in the Content Areas	Reading, Research and Writing in the Content Areas	
June	Revision and Assessment	Revision and Assessment	Revision and Assessment	Revision	Memoir	Historical Fiction or Fantasy Fiction	Independent Writing: Launching a Summer of Writing

The Teachers College Readers and Writers Workshop Units of Study will support the Common Core Standards through the modeling of reading skills and strategies. Students will learn to determine importance, draw conclusions, analyze and summarize texts and make inferences.

In writing, students will learn about communicating meaning by writing to teach others how to do something, persuading others either through reviews or letter writing and writing to convey their research through “all about” books. Materials and resources will be ordered to support the units of study in reading and writing.

The *Read Well* program is a research-based curriculum that rests its foundation on those components and methods of instruction that research^{28 29} has shown to be most effective for early literacy development. The components identified by the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. Both *Words Their Way* and *Read Well* will supplement the TCRWP curriculum which is Lashon Academy’s overarching curriculum for ELA instruction.

To provide additional support to special learning groups within Lashon Academy, for instance socioeconomically disadvantaged students, ELs and students with disabilities, Lashon Academy has chosen Wilson’s *Foundations* as its academic intervention curriculum. *Foundations* provides teachers and administrators with the tools they need to successfully engage children with language and print.

Foundations addresses the findings of both the National Reading Council and the National Reading Panel regarding the five essential components of reading: *phonemic awareness, phonics, vocabulary, fluency, and comprehension*.

Mathematics:

Lashon Academy will use the Scott Foresman-Addison Wesley enVisionMATH text for Grades K-6 math instruction. The curriculum is aligned with the Common Core State Standards and is based on scientific research on how children learn mathematics as well as on classroom evidence that validates proven reliability. enVisionMATH supports the workshop model and differentiated instruction in a heterogeneous classroom setting. enVisionMATH engages and interests all students with leveled activities for ongoing differentiated instruction.

Topic-specific considerations for ELs, special education students, at-risk, and advanced students enable the teacher to differentiate for the diverse learners in every classroom. enVisionMATH allows students to use their senses in order to understand math. This involves the use of visual aids, math manipulatives, and other sensory activities to count, add and problem-solve. A systematic scope and sequence of teaching

²⁸ Snow, C., Burns, M., & Griffin, P. (1998). *PREVENTING READING DIFFICULTIES IN YOUNG CHILDREN*. Washington, DC: National Academy Press.

²⁹ Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

is organized every three weeks to provide important information about students' strengths and weaknesses relative to the standards.

Lashon Academy will offer a K-6 math curriculum that builds student competency over time in the five mathematics strands outlined in the CA State Common Core Learning Standards for Mathematics (Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry). Students will learn to communicate mathematically using numeric, graphical, symbolic, and written means. They will practice and apply basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics.

The table below provides a sample math workshop.

Table 8. Sample Grade 1 Math Workshop: Understanding Addition

Big Idea	Essential Understandings	Common Core Standard	Differentiated Instruction			
			English Learners	Special Needs	Below Level	Advanced/ Gifted
Numbers and the Number Line: The set of real numbers is infinite and ordered. Whole numbers, integers, and fractions are real numbers. Each real number can be associated with a unique point on the number line.	There is a specific order to the set of whole numbers. Zero is a number that tells how many objects there are when there are none.	“What and how students are taught should reflect not only the topics that fall within a certain academic discipline, but also the key ideas that determine how knowledge is organized and generated within that discipline.” (Common Core Standards, p. 3)	Demonstrate often to give ELs practice in understanding the verbal language of the problems. “ I want you to show me what the word join means. (Ask one child to join another.) You are joining (second child’s name) now. Continue until all children have joined into one group. “There are (number of children) in all.”	Read an addition word problem. Pause after each number and have children model it with number cards or counters. Have children say or model the solution.	Review number names. Count aloud and have them hold up the proper number of counters/finger for each number. Post basic addition facts in the classroom and review frequently.	Begin to use math webs. Children can put the number 8 in a circle and draw 8 spokes from the circle. Then they can add a circle at the end of each spoke. In the outer circles they can write addition problems with sums of 8, like 7+1

Social Studies with Service Learning Integrated:

The Social Studies program is designed around the concepts of democracy and diversity. The Social Studies curriculum aims to help students to make sense of the world in which they live, make connections between major ideas and their own lives, see themselves as members of the world community, to understand, appreciate, and respect the commonalities and differences that give the United States character and identity.

Lashon Academy understands that Social Studies is the integrated study of history, geography, economics, government and civics. But most importantly it is the study of humanity, of all people and events that have affected the world. Our Social Studies curriculum goals are:

- to help students make sense of the world in which they live
- to help students make connections between major ideas and their own lives
- to help students see themselves as members of the world community
- to help students understand, respect and appreciate the commonalities and differences that give the United States character and identity.

These goals can only be understood within an appreciation and analysis of the cultural heritage of our world. In a world of global interdependence, it is imperative that American students not only are knowledgeable about U.S. History and the fundamental concepts of our democracy, but are also knowledgeable about Latin American, Middle Eastern, Asian, African, and European history. In doing so, we are creating well-rounded, educated American and global citizens who have the knowledge and skills necessary to place conflicting ideas in context and the wisdom to make good judgments in dealing with the tensions inherent in our local, national and global society.

Through its social studies curriculum, Lashon Academy also seeks to infuse its students with values of mutual understanding and respect for others—an important component of Lashon Academy’s mission. Lashon Academy will bring to life these values for its students through an integration of service learning throughout the curriculum that promotes social responsibility.

Being exposed to a global perspective early in their studies helps students understand how their own community relates to communities around the world. The focus on Culture and History of Israel and its Immigrant Communities (CHIIC) is aligned not only with the Hebrew language instruction but also to the social studies curriculum, allowing students to understand that history, culture, and language are deeply intertwined in the particular communities studied as well as all communities around the world. Lashon Academy will maintain strict compliance with separation of church and state and will not encourage nor discourage religious devotion in any way.

The CHIIC curriculum begins in the early grades with an imaginary street in Israel called “HaOlam” Street, the World Street. Families, who emigrated from many countries around the world such as Morocco, Russia, Ethiopia, Yemen, Iraq, Iran, Hungary and Poland, live on HaOlam Street. Children learn about these families, their different

customs and memories as a beginning point for eventually understanding the countries from where those families emigrated. The countries these families emigrated from then become the platform for the third grade social studies exploration of world history, which will include histories from several regions, such as, Latin American. Students will be encouraged to share their own families' particular stories and histories as part of affirming and exploring their own unique backgrounds and as part of gaining skills of inquiry, research, reporting and understanding. This specialized curriculum will work for ALL students, of ALL backgrounds, including those of Hispanic heritage living in our target community. At Lashon Academy, we study one particular in order to study and affirm all particulars.

As students learn in social studies about their places in their larger communities—with their view of community expanding from that of their smaller local community to that of the larger world community—their work in service-learning will take on the form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development. In service learning, "experience enhances understanding; understanding leads to more effective action."³⁰

In general, authentic service-learning experiences have some common characteristics (taken mostly from "Where's the Learning in Service-Learning", by J. Eyler and D.E. Giles, Jr. 1999):

- (1) They are positive, meaningful and real to the participants;
- (2) They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship;
- (3) They address complex problems in complex settings rather than simplified problems in isolation;
- (4) They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation; and
- (5) They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.

As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to

³⁰ Eyler, J., & D. E. Giles, J. (1999). *WHERE'S THE LEARNING IN SERVICE-LEARNING?* San Francisco: Jossey-Bass.

challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.

Service Learning is a **teaching method** where classroom learning is deepened through service to others. The emphasis is on the benefits of learning and the satisfaction of helping to meet community needs. There is a direct link between service learning and civic responsibility and character development.

With guidance from their teachers' students work through a 4-stage process:

- **Preparation**-identify a need, investigate and analyze it, make a plan
- **Action**-direct result of preparation, transform the plans into action, continue to develop knowledge and resources, raise further questions
- **Reflection**-integration of learning and experience, compare, ask questions, consider changes or improvements
- **Demonstration**-evidence, celebration and recognition, acknowledge success

Assessment of the projects will be based on a rubric developed from the above process.

At minimum we expect Lashon Academy to participate in 1 Service Learning Project per year.

Service learning can be integrated any of the content areas. Below is an example of a service learning project that can be integrated through social studies and linked to science, math and literacy.

Canned Food Drive:

Before students begin bringing in cans of food, teachers integrate meaningful academic activities related to the food drive in their class curriculum.

- Grade 1- SS Content Standard 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 we 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.”
- Grade 2-SS Content Standard 2.5 –Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives.

Some activities will be addressed through the above social studies content standards as well as studying nutrition, contacting agencies through letter writing as to what foods are needed, visiting a food bank, encouraging student leadership in publicizing and

identifying target groups, graphing food collected, and reading books related to hunger and homelessness (e.g. The Can-Do Thanksgiving, Soul Moon Soup).

Lashon Academy will use the Scott Foresman, *History-Social Science for California* program for grades K-6 as its overarching text. This social studies series is directly aligned with the CA History-Social Science Content Standards. Furthermore it lends itself to the integration of primary source materials, which will be used to integrate the study of Culture and History of Israel and its Immigrant Communities (CHIIC) into relevant areas of American history and world history.

The materials to be used in social studies and history will include the following in addition to this standard text:

1. original documents and letters to bring students into direct contact with important documents of American and world history;
2. field trips to museums, exhibits and other historical sites;
3. neighborhood/community walks;
4. high quality documentaries that are integrated into classroom instruction; and
5. art and literature to convey historical events and figures

The Grade K-2 curriculum and instructional materials to support CHIIC has been developed by a team of expert consultants under the auspices of HCSC. Materials to support the instructional model for Grades 3-6 are currently under development, which include teacher input, and will be available for classroom use far in advance of the time Lashon Academy serves these grades.

Study of Modern Hebrew language will also provide a link to the culture and physical land of Israel as well as to the very special archaeological treasures and historical legacy that land represents. Building on this, through the thematic study of CHIIC, students explore the rich cultural and intellectual traditions of particular communities from around the world.

Science:

Lashon Academy plans to use Scott Foresman-Addison Wesley *California Science* text for Grades K-6. This series meets the requirements for a successful program in that it (1) complies with CA State curriculum guidelines and frameworks; (2) It provides solid support for teachers in the classroom; and (3) Pre/Post-State Assessment Tests have demonstrated that the program supports achievement in the area of acquisition of science skills and knowledge for all students.

The *Science* series is also well suited to the proposed workshop model approach to instruction. It utilizes an Inquiry Approach to learning involving Directed Inquiry, Guided Inquiry and Full Inquiry consistent with the workshop model. Leveled-books allow for differentiated instruction by introducing and exploring identical science

concepts at each student's reading level. It further emphasizes active, hands-on explorations in the early grades that help students build their understanding of key concepts and invites students to develop and explain concepts in their own words both orally and by writing and drawing. Science journals will support the inquiry work.

The aim of Lashon Academy's science curricula is not only to teach science content, principles and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Teachers guide students to collect and record first-hand data, to represent and analyze it. Accordingly, Lashon Academy's science education programs will be inquiry-based and rooted in "real world" situations and experiences. To achieve this, all science units are aligned with the California Science Content Standards.

Lashon Academy's science program will: 1) Develop students' science literacy and provide meaningful and engaging learning experiences to enhance students' intellectual curiosity and build students' proficiency in science; 2) Teach students how to manipulate scientific tools as they expand their science vocabulary; and 3) Strengthen students' logical reasoning and critical thinking skills, as well as their abilities to apply scientific methodology and inquiry to make connections between books, and between texts and their own experiences.

Lashon Academy's science curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. Thus, the study of science in connection with technology and health provide the foundation for understanding these issues.

Modern Hebrew Language:

Modern Hebrew Language instruction begins in Kindergarten. The curriculum is aligned to both the World Language Content Standards and ACTFL Proficiency Guidelines. ACTFL Proficiency Guidelines provide a framework for understanding and measuring language ability and are used to guide teaching, assessment, and curriculum development. The guidelines are based on a rating scale that measures the ability of the language learner to function in the target language. The focus is *not* on what the learner has learned or knows *about* the language, but rather on what the learner is *able to do* with what he/she has learned. The rating takes into account the non-linear progression of language acquisition, and compares the learners to native speakers when determining the learners' proficiency levels as one of the following: Novice, Intermediate, Advanced, or Superior. The first three levels are further sub-divided into Low, Mid, High. Four criteria are used when measuring the learners' level in all language skills (listening, speaking, reading, and writing): content/context, task, text type, and comprehensibility.

Insights of language acquisition processes also guide the Hebrew language curriculum design and instructional methods. In order to maximize the ability of the students to function with the language in real-life communicative situations, they need to

be exposed to authentic language and be provided with opportunities to interact in meaningful communication. Modeling authentic language is a first step in this process, and is done through oral, printed, audio media, such as Israeli children's books, songs, newspapers, video clips, signs, ads, and objects that represent the target culture, such as games, posters, currency, etc.

Meaningful communication is achieved when the learners are able to relate the language to their own world/life and circumstances, and engage in real-life information exchange. The curriculum is designed to reflect this process and is dynamic to allow differentiation and adjustments to meet the needs, preferences, and learning profile of individual or groups of students.

The curriculum is organized by thematic units, which provide context for the language. Each thematic unit overview/outline provides proficiency and learning goals, and suggested materials and learning activities. In the Novice level, these units are shorter, and deal with the immediate and concrete surrounding of the learners.

For example, *My Family, Weather & Seasons, Clothes We Wear, Inside and Outside My Home, My Friends, My Classroom*, etc. As students move to higher levels, so do the context and the range of the units.

Each thematic unit has very specific and clearly articulated performance and proficiency goals. Goals include what the students will be able to do with the language, in terms of *content/context, functions/tasks, text type, and comprehensibility*. Unit goals also include the specific *vocabulary and grammatical structures* that students will be able to use, as well as *cultural aspects and comparisons* with the target culture.

As an example, a unit "Getting to Know You", for instance, the global goal is to move students to a Novice-high level, speaking (Interpersonal and presentational), goals may say, "students will be able to provide biographical details about themselves, their families, regarding relationships, physical appearances, activities they enjoy doing themselves or with their family, their neighborhood, etc., and will use a few short sentences or a string of sentences, though not consistently. Students will use vocabulary such as, "father",... "aunt",... "grandmother", structures such as "I like to play tennis", "I visit friends sometimes", "My grandmother is 48 years old. She speaks English and French. She has two cats", "etc... They will read stories about families in Israel and compare their own family, compare their leisure activities and daily routines with an Israeli family they meet in the book. Students will compose 2-3 questions that they would want to ask their Israeli counterparts. Instruction includes direct contextualized input (oral or written) that serves as a linguistic model of the authentic use of the new material (vocabulary, expressions, used in sentence-length input). Students then practice the new forms and materials, through meaningful manipulations and structured output. Later, students reinforce the new materials by applying them in simulations of "real-life" situations, when they are encouraged to "create" their own new sentences.

End-of-unit assessment will include projects such as a family album, a PowerPoint, a talking classroom museum, etc. where students will write/give short presentations about themselves, etc. Students will use most of the new structures and vocabulary. Students are expected to make verb conjugation and personal pronouns agreement errors when beginning to create with the language. Teachers use rubrics based on the unit goals for all 4 language skills (speaking, writing, listening, reading) to record how well students are using the new language structures, both as discrete items and holistically in “real life” situations.

Assessment will include additional tools to assess the extent to which each student has mastered the new material and is able to apply it meaningfully in authentic communicative situations, both in the presentation, the interpersonal and interpretive modes, at the expected Novice-high proficiency level.

These very specific and clearly articulated proficiency and achievement goals, the planned assessment tools and the performance indicators, will be used to measure quality of instruction and learning outcome.

While HCSC has provided a broad framework for the instructional model, materials used in the units of study are developed at the school level through collaborative process among the Curriculum Coordinator and the Hebrew language instructional staff. Materials developed at Lashon Academy through the same process, will also be made available to all HCSC network schools as materials developed at other HCSC schools will be made available to Lashon Academy.

On-going informal and formal assessment of all the skills is at the core of the decisions made constantly by the Hebrew instructor and Curriculum Coordinator. Summative assessment at the end of a learning period also provides valuable information that helps in curriculum planning and revisions. Assessment addresses a continuum of the learning process (“Achievement”) on one end and acquisition process (“Proficiency”) on the other. See Element 3, Method by Which Student Outcomes Will Be Measured, for a full discussion of assessment.

An intensive focus on Hebrew language instruction beginning at Kindergarten is a unique aspect of Lashon Academy. The Lashon instructional model with Hebrew language-rich environment allows students to be fully engaged in the target language throughout the day, enhancing and maximizing their Hebrew language acquisition.

The daily core Hebrew lesson, led by two Lashon Hebrew language professionals, is the platform for students and teachers to engage in developing and reinforcing Hebrew language skills. Additionally, in some core content subjects, but not English Language Arts, the Hebrew instructor will co-teach subject content in Hebrew, alongside the credentialed teacher. Further, during all communal times of the day (breakfast, lunch, recess, morning and end-of-the-day transitions) Hebrew instructors will be with the students so that all informal conversation during the day is also conducted in Hebrew.

Methodology:

The Hebrew lesson is conducted in Hebrew, and the teacher employs different techniques (e.g. slower pace, simpler language, concrete materials, visuals, gestures, facial expressions, movement, voice inflections, etc.) to make her input comprehensible to the students.

“The central task for the language teacher is to create a communicative climate focused on meaning, within which language acquisition can take place naturally. The key to creating this climate is using the target language! When learners are surrounded with their new language 90 to 95 to 100 percent of the class time, and when teachers use the language for all classroom purposes, language use has a purpose and there is motivation to learn.”

(Teaching in the Target Language, Helena Curtain / University of Wisconsin-Milwaukee)

The structure of the Hebrew lesson enables students to take full advantage of the learning and acquisition process:

1. Each lesson begins with a short segment called “warm up” where students interact either orally or in writing, on topics related to their lives but not connected to the unit they are presently learning.
2. The next segment is “reinforcement”, where students practice using what they have learned in the unit (e.g. new words, new structures, new expressions, etc.) in different contexts.
3. The third segment of the lesson is a short “instructional” mini-lesson, where the teacher introduces new material or concept.
4. The lesson ends with a short “winding down” segment, which takes the students back to their language comfort level.

The activities in each segment can vary from one lesson to another, depending on many factors that teachers take into account when planning their lessons. Teachers are empowered to make decisions regarding the activities in their lessons, based on their knowledge of instructional tools, language acquisition processes and their knowledge of their students’ language proficiency level and learning profiles.

Scope and Sequence of Skills to Be Taught Across the Grade Levels and the Different Subjects the School Plans to Teach

In this section we provide a Scope and Sequence for Kindergarten - Sixth Grade for each core subject. Each bundle represents approximately 3-6 weeks of instruction.

Subject Area: English Language Arts

Table 9. Kindergarten - English Language Arts Scope and Sequence (Year at a Glance)

Kindergarten - English Language Arts Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	The words and symbols around us provide meaning and help us acquire new information.	Big Idea/Enduring Understanding	The words and symbols around us provide meaning and help us acquire new information.
Essential Question/s	How do signs help us in our world? How do we compose lives in which reading and writing matter?	Essential Question/s	Why is it important to know the proper ways to use a book? Why are letters and writing so important?
Topic/Content	Launching Writing Workshop We are Readers Exploring the Exciting World of Books and Poems We are Readers Exploring the Exciting World of Books and Poems: Let the Reading Adventure Begin!	Topic/Content	Labels and Label Books Readers Read, Think, and Talk About Emergent Story Books and Invent Fun Things to Do With Them
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	The words and symbols around us provide meaning and help us acquire new information.	Big Idea/Enduring Understanding	Speakers, readers, and writers play with words and sounds to help convey meaning and to make connections.
Essential Question/s	How can we use writing to help us? What can the details in a story tell us? How do we use talking and writing to encourage and grow ideas?	Essential Question/s	What are the connections between a story and your own life? How can a writer use rhyme in a story?
Topic/Content	Personal Narratives and Telling Stories Readers Use Our Super Powers to Read Everything We Can	Topic/Content	Small Moments: Writing labels to Sentences / Making Connections (text to self, text to text, text to world) Readers Use All We Know to Read Songs, Poems, and Other Texts
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Speakers, readers, and writers play with words and sounds to help convey meaning and to make connections.	Big Idea/Enduring Understanding	Speakers, readers, and writers play with words and sounds to help convey meaning and to make connections.
Essential Question/s	What features can be found in most texts? =What can the details in a story tell us? What can we find out by looking at a book?	Essential Question/s	What features can be found in most texts? -What can the details in a story tell us? What can we find out by looking at a book?

Kindergarten - English Language Arts Scope and Sequence (Year at a Glance)

Topic/Content	Writers for Readers: Teaching Skills and Strategies Readers Have Lots of Strategies to Figure Out Words and We are Eager to Take on New Challenges	Topic/Content	Writers for Readers: Teaching Skills and Strategies The Craft of Revision - Authors as Mentors Readers Have Lots of Strategies to Figure Out Words and We are Eager to Take on New Challenges
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	We use what we know along with what we want to know (or convey) when writing and reading.	Big Idea/Enduring Understanding	We use what we know along with what we want to know (or convey) when writing and reading.
Essential Question/s	How does a writer plan before writing? How do I take in and share information? Why do we make more than one draft? How do we make new words from words that we already know?	Essential Question/s	What strategies can you use to find the meaning of an unknown word?
Topic/Content	The Craft of Revision - Authors as Mentors Readers are Story Detectives Who Use the Patterns in Our Books to Figure Out Our Stories	Topic/Content	Nonfiction Writing Readers are Brave and Resourceful When we Encounter Hard Words and Tricky Parts of Our Books
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	We use what we know along with what we want to know (or convey) when writing and reading.	Big Idea/Enduring Understanding	Readers and Writers share their ideas and information.
Essential Question/s	What strategies can you use to find the meaning of an unknown word? How can a writer use rhyme in a story?	Essential Question/s	What is a main character? Who are the main characters in this novel? How do I get inside the character's thought process? How does the character interact with others? What problem does the character face? What are his/her problem-solving skills?
Topic/Content	Nonfiction Writing Poetry Readers are Brave and Resourceful When we Encounter Hard Words and Tricky Parts of Our Books	Topic/Content	Poetry Realistic Fiction Readers Get to Know the Characters in Their Books and Talk About Them with Others
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Readers and Writers share their ideas and information.	Big Idea/Enduring	Readers and Writers share their ideas and information.

Kindergarten - English Language Arts Scope and Sequence (Year at a Glance)			
		Understanding	
Essential Question/s	What are the most important parts of a text trying to tell us?	Essential Question/s	How do use my senses when reading or writing a story? Where can I find information on topics that I'm interested in?
Topic/Content	Realistic Fiction Readers Learn About the World Through Our Books in Theme-Based Reading Clubs	Topic/Content	Writing for Many Purposes Independent Projects Readers Make Plans and Invent Projects for Summer Reading Clubs

Table 10. Grade 1 - English Language Arts Scope and Sequence (Year at a Glance)

Grade 1 - English Language Arts Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	We connect to our world as readers and writers.	Big Idea/Enduring Understanding	We connect to our world as readers and writers.
Essential Question/s	What is Reading Workshop? How are oral and written language developed and expanded? How do learners use letters and sounds to read and write?	Essential Question/s	How is knowledge of syllable types helpful as learners read and write? How do illustrations, chronology and story patterns help in understanding the sense of a story?
Topic/Content	Readers Build Good Habits: They Use Strategies Before, During and After They Read The Writing Life: Launching the Writing Workshop	Topic/Content	Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder Writing for Readers
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Stories have parts. We are part of a story.	Big Idea/Enduring Understanding	Readers tell the inside story with their thoughts, wonders, and feelings. We write to teach others (Informational writing).
Essential Question/s	What makes a main character in a story important? How do we make connections while reading? (text to self, text to text, text to world)	Essential Question/s	How does an author communicate the main idea/purpose of text? How does writing support reading comprehension? How does reading support writing?

	connections) How can readers use text to confirm predictions? How do readers use information from text to analyze character actions and feelings?		
Topic/Content	Meeting Characters and Studying What They Do Realistic Fiction	Topic/Content	Readers Work Hard to Understand What They are Reading and Figure Out Harder Words How-to-Books
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Details are meaningful parts of reading and writing	Big Idea/Enduring Understanding	Details are meaningful parts of reading and writing
Essential Question/s	How do readers determine the main idea of a story? Why are big ideas important in reading and writing?	Essential Question/s	How do readers determine the main idea of a story? Why are big ideas important in reading and writing?
Topic/Content	Readers Study Characters to Talk Well About and Perform Our Stories Persuasive Letter Writing	Topic/Content	Nonfiction Reading Persuasive Letter Writing
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Details are meaningful parts of reading and writing. Readers and writers use their senses. Readers and writers visualize and put a picture in their mind.	Big Idea/Enduring Understanding	Details are meaningful parts of reading and writing. Becoming Fluent Readers and writers
Essential Question/s	What is a non-fiction text? What do non-fiction books teach us?	Essential Question/s	How do readers learn to use strategies that help self-monitor comprehension? How do sensory details in reading and writing help learners? How do readers demonstrate understanding of new vocabulary?
Topic/Content	Nonfiction Reading All About Books	Topic/Content	Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts of Our Books All About Books
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Details are meaningful parts of reading and writing. Becoming Fluent Readers and writers	Big Idea/Enduring Understanding	Imagery and word choice enhance writing.
Essential	How do readers learn to use strategies that help	Essential	How does poetry encourage the creative use of words and

Question/s	self- monitor comprehension? How do sensory details in reading and writing help learners? How do readers demonstrate understanding of new vocabulary?	Question/s	ideas? How do readers learn to use strategies that help self-monitor comprehension? How do sensory details in reading and writing help learners? How do readers demonstrate understanding of new vocabulary?
Topic/Content	Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts of Our Books Authors as Mentors	Topic/Content	Readers Get to Know the Characters in Our Books and Talk About Them with Others (Character Clubs) Poetry
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	We are all motivated by different things and we search for what interests us.	Big Idea/Enduring Understanding	Learning is a journey.
Essential Question/s	How does asking questions help readers and writers? How are oral and written language developed and expanded when learners make close observations?	Essential Question/s	How can background knowledge and experience affect readers' comprehension? How do readers connect prior knowledge and personal experience in reading and writing enhance learning?
Topic/Content	Readers Can Read About Science Topics to Become Experts Expert Projects: Writing to Learn and Teach About Science	Topic/Content	Reading and Writing Connections - Readers Get Hooked on Series Books / Find Your Niche as a Reader Revision and Assessment

Table 11. Grade 2 - English Language Arts Scope and Sequence (Year at a Glance)

Grade 2 - English Language Arts Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	We Take Charge of Reading	Big Idea/Enduring Understanding	We reflect and set goals based on habits, volume, and stamina.
Essential Question/s	How do readers take charge of the strategies they use so that they become more purposeful and more powerful readers themselves?	Essential Question/s	How long should it take to read a book at a particular reading level? What do you notice about how many pages you tend to

Grade 2 - English Language Arts Scope and Sequence (Year at a Glance)

			<p>read at home?</p> <p>What do you notice about the number of pages (minutes) you tend to read at school? Why are these different, do you think?</p> <p>Do you notice sometimes when reading was really good for you—what do you think made it so good? How could you get more times like that?</p> <p>Do you notice times when you didn't do much reading? What do you think caused those times?</p> <p>How do you think you could make a goal for yourself about how much you read based on what you see on the level and reading rate chart?</p>
Topic/Content	<p>Book Assessments</p> <p>Reader to reader conversations</p> <p>Plans to develop habits as readers.</p> <p>Reading logs.</p> <p>Launching Small Moment Writing</p>	Topic/Content	<p>Choosing just right books</p> <p>Strengthening book partnerships.</p> <p>Translating letter patterns –spelling inventory, word study activities-sorting, word wall, vowels, blends, digraphs.</p> <p>Reading Fluency-shared readings, increased sight vocabulary</p> <p>Phrase cards</p> <p>Revision, editing</p>
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Spotlighting the Reading Skills and Strategies That Readers Use at the beginning, Middle, and Ends of Books.	Big Idea/Enduring Understanding	Tackling trouble (Assessment Based Small Group Work)
Essential Question/s	What do readers do before, during, and after they read.	Essential Question/s	How do readers help themselves stay focused on their books?
Topic/Content	<p>Reading Strategies for: words I don't know, holding on to meaning.,</p> <p>Authors As Mentors</p>	Topic/Content	<p>Readers notice and tackle tricky parts of words: Chunking parts of words, drawing on meaning as well as phonics.</p> <p>Reading Strategies for: making predictions, "stop and think," asking and answering questions.</p> <p>Authors Purpose</p> <p>Authors as Mentors</p>
Bundle 5		Bundle 6	

Grade 2 - English Language Arts Scope and Sequence (Year at a Glance)

Big Idea/Enduring Understanding	Paying attention to characters will help us comprehend what we are reading.	Big Idea/Enduring Understanding	Putting yourself in the characters shoes will help you Character journeys are not always external but can be internal as well.
Essential Question/s	How does a character's journey in a story change from beginning, middle and end?	Essential Question/s	Why would the character do this? What would I do next if I were this character?
Topic/Content	Retelling events on a timeline will keep track of the journey. Writing and Revising Realistic Fiction	Topic/Content	Using graphic organizers and Post-its as notes help to talk about what you notice about characters and will help to retell the journey of the character. Persuasive Writing: Reviews and Letters
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Readers use "explaining voices and work hard to understand words in order to teach others the information they learn.	Big Idea/Enduring Understanding	Readers compare and contrast information across books and ask questions on topics of interest.
Essential Question/s	How do we use the table of contents to organize the information we read? How can the table of contents prompt memories about what I've read.	Essential Question/s	How do...? Why do...? How come...? Why would...?
Topic/Content	Asking and answering questions about the text will help me hold on to information. Using the pictures and diagrams supports my learning. Writing Gripping Stories with Meaning and Significance	Topic/Content	Teaching children to pursue a question in a book and across books will support reading comprehension.
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Reading Series books help hook children into characters and engage more deeply with the text.	Big Idea/Enduring Understanding	It is important to read non-fiction books to compare, and contrast information inside, outside, across and beyond texts to synthesize.
Essential Question/s	How can we use the information we learn from reading a book series help us to understand, predict, and critique a story.	Essential Question/s	Nonfiction reading helps us grow big ideas and challenge our thinking to read more.
Topic/Content	Readers figure out how a series goes, noticing patterns and predicting what will happen. Readers grow smart ideas by looking across different series.	Topic/Content	Reading to notice differences to identify, and think about why they are different. Readers need to ask questions of their text and to pursue an answer.

Grade 2 - English Language Arts Scope and Sequence (Year at a Glance)			
	Writing our own series books.		Readers need to envision in nonfiction reading to gather images and create movies in their minds as they read.
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Reading to learn means synthesizing within and across books and paying attention to main idea.	Big Idea/Enduring Understanding	Poetry has meaning through imagery, beats and rhyme.
Essential Question/s	How will I find the main idea of a text?	Essential Question/s	How can we use our senses to help us understand and enjoy poetry?
Topic/Content	Reading to learn and writing to teach. Figuring out the relationship between the “who” and the “what.” Expert Projects in a Content Area: Writing to Learn and Teach About Science	Topic/Content	Deepening skills of envisioning, monitoring for meaning, inferring and synthesis through poetry readings. Increasing fluency and prosody through poetry readings. Paying attention to important images, phrases, and words to think about the bigger meaning. Poetry: Powerful Thoughts in Tiny Packages

Table 12. Grade 3 - English Language Arts Scope and Sequence (Year at a Glance)

Grade 3 - English Language Arts Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Building a Reading Life Launching The Writing Workshop	Big Idea/Enduring Understanding	Building a Reading Life Launching The Writing Workshop-(solicit student investment, establish a productive environment)
Essential Question/s	What sort of thinking do I do as I read? How am I unique among all these other readers? How can I study myself as a reader and create resolutions to finding “Just-Right Books,” reading faster, stronger and longer and becoming an independent reader?	Essential Question/s	How can I increase the volume and stamina of my reading and writing? What goals can I set for myself as a reader and writer? When has writing really worked for me? What could the class put in place to make writing as good as it can possibly be? What kind of writing community do we want to form together?
Topic/Content	Selecting “Just-Right Books”- be able to read smoothly, with expression, to read most words, hold on to the story.	Topic/Content	Narrative writing-Writers draw on what they know about themselves as writers. Baseline writing assessment

Grade 3 - English Language Arts Scope and Sequence (Year at a Glance)

	Establish reading partnerships that will support conversation across the year. Choosing texts that matter		Rehearsing and drafting in ways that set children up to write effective narratives. Revising writing Editing
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Growing and Learning Lessons alongside Characters Envisionment, Prediction, and Inference Gathering evidence to support comprehension through character analysis.	Big Idea/Enduring Understanding	Focus on lifting the quality of student writing by reflecting on books they have listened to in Read Alouds or have read independently.
Essential Question/s	How does close attention to a character help me better understand what is happening when I read?	Essential Question/s	How can I raise the quality of my narrative writing?
Topic/Content	Walking in a character's shoes: Envisionment and Prediction Building theories about characters	Topic/Content	Rehearsal (What do I really want to say?), drafting, revision, editing and publishing Reading-writing connections
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Series Book Clubs-Deepen comprehension through character studies in series books.	Big Idea/Enduring Understanding	Realistic Fiction
Essential Question/s	How can collaborative discussions help support my reading comprehension?	Essential Question/s	How can I use what I've heard and read to better understand realistic fiction?
Topic/Content	Read alouds: Stories Julian Tells Readers should be able to ask and answer questions and support their answers by explicitly referring to the text as a basis for their answers. Building stamina with book club partners Revisit and lift the level of inferring about characters Compare and contrast different characters and themes from different series.	Topic/Content	Collect and develop ideas in a writer's notebook Mentor texts: <i>Peter's Chair</i> , <i>Pinky and Rex</i> , <i>Ruby the Copy Cat</i> Story mountains as a drafting tool. Dialogue, description of actions, thoughts, and feelings. Word study and grammar lessons based upon baseline assessment and conferencing.
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Nonfiction Reading: Expository Texts: Getting the key ideas and details in order to be able to	Big Idea/Enduring	Opinion Writing: Persuasive Reviews and Speeches/Letters

Grade 3 - English Language Arts Scope and Sequence (Year at a Glance)

	summarize and think critically.	Understanding	
Essential Question/s	How can I use “boxes and bullets” to help me grasp the main idea and details of a text?	Essential Question/s	How does writing and reading reviews empower me to live differently?
Topic/Content	Understanding key ideas and details Responding to the text with reactions and questions, and reading on to draw conclusions. Learning New Vocabulary and Speaking Like an Expert. Reading a nonfiction text critically and analytically.	Topic/Content	Making reviews more persuasive: adding details and more specific language Writers revise and edit for precision and clarity Sharing reviews with the world-speeches, letters Grammar and vocabulary work
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Mystery Book Clubs: Tackling texts that are more complex and nuanced.	Big Idea/Enduring Understanding	Informational Writing: writing to “examine a topic and convey information and ideas clearly.”
Essential Question/s	How do repetitive characters and plots across a series allow me to be able to compare and contrast themes, settings, and plots?	Essential Question/s	How can my writing teach others about a specific topic?
Topic/Content	Mystery readers read for clues When we read more than one book in a mystery series we expect the story to go in a certain way. Mystery readers learn life lessons from their books. Vocabulary: <i>detective, sleuth, witness, clues, motive red herring, etc.</i>	Topic/Content	Mentor/exemplar texts Using different text structures to plan and organize chapters prior to drafting Trying on topics and revising those topics with an eye for greater focus
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Biography Book Clubs: Reading for engagement in and understanding of nonfiction. Reading to determine importance, to synthesize and to analyze critically.	Big Idea/Enduring Understanding	Informational Reading and Writing-Reading and Researching in the Content Area-Using narrative and non-fiction texts Social Book Clubs
Essential Question/s	How can learning about other peoples’ lives help me to deepen my understanding of the world around me?	Essential Question/s	How do visual representations of information contribute to the understanding of a topic?
Topic/Content	Biography readers: <ul style="list-style-type: none"> bring forward all they know about reading stories 	Topic/Content	Becoming specialists in reading and in writing as researchers-synthesizing, analyzing, and exploring essential questions in subtopics of informational texts.

Grade 3 - English Language Arts Scope and Sequence (Year at a Glance)			
	<ul style="list-style-type: none"> not only follow a life story but also learn to grasp and grow ideas know that biography is but one form of narrative nonfiction 		

Table 13. Grade 4 - English Language Arts Scope and Sequence (Year at a Glance)

Grade 4 - English Language Arts Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Building a Reading Life Launching the Writing Workshop	Big Idea/Enduring Understanding	Following Characters into Meaning: Envision, Predict, Synthesize, Infer and Interpret Raising the level of personal narrative writing
Essential Question/s	When are reading and writing the best for me? What goals can I set for myself as a reader and writer?	Essential Question/s	How can the development of characters internal and external traits support my reading comprehension and my writing? What do authors do that I can do to make my writing more powerful? How can I “zoom in” on one episode in my narrative writing so that I can relive an episode with enough detail that the reader, too, can experience the event?
Topic/Content	Making Reading Lives Making Texts Matter-Finding “just-right books.” Reading Partnerships (Retelling/Rethinking/Recalling-5 finger retell) Recruiting Ideas for Writing Workshop Collecting what they know about narrative writing-“Strategies for Generating Narrative Writing.”	Topic/Content	Partnerships: Describe the characters in a story (traits, motivations, feelings) <ul style="list-style-type: none"> What kind of person is the character? Do you like him (or her)? Why or why not? Why did the character do that? How come the character is feeling that way? Do you think he (or she) did the right thing? What do you think will happen next? Building Theories about Characters (walking in a character’s shoes) Inference to interpretation

Grade 4 - English Language Arts Scope and Sequence (Year at a Glance)

			Gathering seed ideas and selecting a seed idea Draft One, Revising Draft, Editing
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Using planning, mentor texts and knowledge of the genre (Realistic Fiction) to inform writing.	Big Idea/Enduring Understanding	Nonfiction Reading: Using text structures to comprehend expository, narrative, and hybrid nonfiction Skills of determining importance, finding the main ideas and supportive details, summary, reading to learn. The Personal and Persuasive Essay: “Boxes and Bullets” and Argument Structures for Essay Writing
Essential Question/s	How do plotlines help support the drafting of my story? What is the difference between a story that is summarized rather than dramatized? What are the story planning methods I can use?	Essential Question/s	How using text structures support my reading comprehension and my writing skills?
Topic/Content	Writing rehearsal through story elements. Mentor texts to help envision writing Mentor texts to support re-vision Narrowing the timeframe Writing Leads Crafting and Revising Endings Editing and Word study	Topic/Content	Expository nonfiction Narrative nonfiction Previewing text Text Features: headings, sub-headings, table of contents, diagrams, charts, graphic organizers, photos, and captions Thesis statement “Boxes and Bullets” – (Main idea and details) Ideas or topics—opinions with reasons (development of thinking)
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Nonfiction Research Projects Informational Writing Teaching Students to Navigate Complex nonfiction text sets with critical analytical lenses	Big Idea/Enduring Understanding	Historical Fiction: Tackling Complex Texts
Essential Question/s	What are primary and secondary sources of information and how can I use them to understand a topic I am researching? What process can I use to plan for research and for teaching my topic to my partners?	Essential Question/s	What are the characteristics of Historical Fiction as opposed to Realistic Fiction? How can I support my independent reading to understand complex texts?

Grade 4 - English Language Arts Scope and Sequence (Year at a Glance)

Topic/Content	Cross-text comparisons Generate charts and diagrams to gather evidence for ideas and categories of information. Critiquing texts with Analytical lenses and sharing our research Evaluating author's viewpoint and purpose Sharing the research	Topic/Content	Read Aloud: <i>Rose Blanche</i> by Roberto Innocente, <i>Where the Mountain Meets the Moon</i> by Grace Lin Synthesize clues: setting - kind of place (physical setting,, time, place, mood/atmosphere) Paying attention to details – comparing and contrasting two or more characters, settings, or events in a story. Subplots Timelines, graphic organizers, character lists Allusions to deepen thinking
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Interpretation Text Sets Poetry: Thematic Analogies	Big Idea/Enduring Understanding	Literary Essay: a bridge between reading and writing Responding to a text with a reasoned, well-crafted piece of writing.
Essential Question/s	How do I determine central ideas and themes of a text as well as analyze the development of these themes?	Essential Question/s	What are the characteristics of a literary essay?
Topic/Content	Immersion in poetry Character interpretation as foundation for idea interpretation-books contain more than one idea Stories teach us how to live Revisit familiar texts to address ideas these texts suggest Compare and contrast ideas from previously read texts Symbolism and literary craft Reread stories Literary devices: repetition, metaphor, similes, foreshadowing	Topic/Content	Ideas about text : <ul style="list-style-type: none"> • characters or what the main character learns • what kind of person the main character is • how does the character change • what ideas do you have about the book • what is the book's theme Characteristics: <ul style="list-style-type: none"> • state the claim like it is the start of an essay • rehearse for the essay, locating places in the text that support the claim (box and bullets) • take the first part of the text. “Early in the text, there are examples of (and repeat your claim). One example is the time when...” • Be sure to cite detailed actions and words • Unpack this example by writing, “This shows...”and refer back to the claim. • Then cite a second example, again using the transitional phrases as in the first paragraph and again unpacking this.

Grade 4 - English Language Arts Scope and Sequence (Year at a Glance)

Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Information Reading: Reading, Research and Writing in the Content Areas (government)	Big Idea/Enduring Understanding	Information Reading: Reading, Research and Writing in the Content Areas
Essential Question/s	What are the steps good researchers take to gather information?	Essential Question/s	How do researchers use the information they have gathered to report/share/teach to others?
Topic/Content	<p>Inquiry Reading Generating questions–</p> <ul style="list-style-type: none"> • What is this? • What just happened? • Why is this happening? <p>Additional questioning:</p> <ul style="list-style-type: none"> • Why does this matter? • What difference does this make? • What parts are important to explore? <p>Gathering using post-it notes Read Alouds, Primary Documents, Secondary Documents Point of view and Perspective of Texts</p>	Topic/Content	<p>Construct informative or explanatory texts that examine a topic and convey ideas and information clearly Topic development with facts, definitions, concrete details, quotations, examples Linking ideas: <i>another, for example, because</i> Use of content specific vocabulary Observational writing, sketching with labels and captions, note taking, diagrams, annotated timelines Concluding statement Drafting, revising editing, publishing to teach others</p>
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Social Issue Book Clubs Memoir	Big Idea/Enduring Understanding	Social Issue Book Clubs Memoir
Essential Question/s	What distinguishes a memoir from a person narrative, or autobiography?	Essential Question/s	Why are social issue books important in my life?
Topic/Content	<p>Personal narratives = true stories that do not attempt to tell an entire life story(zooms in on an important moment or event.) as opposed to an autobiography— Memoirs = “now and then” story, sense that the text is written by someone older and wiser, looking back, retrospective, making sense of a prior experience. Memoir = message primary-effort to say something big and important about himself or</p>	Topic/Content	<p>Reading for plot towards reading for ideas Similarities and differences between texts Help deal with issues of our lives and in the world Social Justice Locate issues within books</p>

Grade 4 - English Language Arts Scope and Sequence (Year at a Glance)

	<p>herself.</p> <p>Reflection leads to an idea, writing around that idea</p> <p>Memoir = use of writing as a way of conveying reflection.</p> <p>“All my life...” “I’ve come to realize...”</p>		
--	---	--	--

Table 14. Grade 5 - English Language Arts Scope and Sequence (Year at a Glance)

Grade 5 - English Language Arts Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	<p>Launching Reading with Experienced Readers</p> <p>Launching Writing with Experienced Readers</p>	Big Idea/Enduring Understanding	<p>Memoir/Raising the Quality of the Personal Narrative</p> <p>Following Characters into Meaning: Synthesize, Infer, and Interpret</p>
Essential Question/s	<p>How can I as a reader and writer draw upon what I know to increase my skills as a reader and writer?</p>	Essential Question/s	<p>How does understanding the similarities and differences in character of same books and different books help me understand more deeply the story?</p> <p>How will comparing and contrasting settings or events in a story and between stories help me more deeply comprehend what I have read?</p>
Topic/Content	<p>Essential skills: choosing books, character study story elements, envisionment, prediction, developing theories, thinking across books, monitoring for meaning, strategies to solve problems when the book gets hard.</p>	Topic/Content	<p>Big Idea Writing, Followed by a focused Narrative, Angled to Illustrate that Big Idea</p> <p>Essay Structure: State an idea, reasons or ways that that reason is true, supporting reasons with multiple small moments</p> <p>Synthesize thinking: Build related thoughts-from inference to interpretation</p> <p>Compare and contrast characters, settings, events or themes across stories.</p> <p>Partner conversations:</p> <ul style="list-style-type: none"> What kind of person is the character? In what ways is he (or she) the same or different from other characters? Do you like or relate to one character more than you do to another?

Grade 5 - English Language Arts Scope and Sequence (Year at a Glance)

			<p>In what ways?</p> <ul style="list-style-type: none"> Why did the character do that? Why did other characters react in different ways? What do the interactions between two characters tell you about each? <p>Building more ideas and make complex analysis:</p> <ul style="list-style-type: none"> What in the text makes you say that? I thought that too because... Another example of that is... I thought something different because... Can you say more about that? Can you show me the part in the story where you got that idea?
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction	Big Idea/Enduring Understanding	Interpretative Essay: Exploring and Defending Big Ideas About Life and Texts
Essential Question/s	How do text structures support comprehension of expository, narrative and hybrid nonfiction?	Essential Question/s	How does the structure of an essay support the opinions and or arguments presented?
Topic/Content	<p>Chunking text to summarize Boxes and Bullets (Main idea, details) “What is the big thing this text is teaching and how do all the other details connect with this?” Central idea followed by or surrounded by supporting evidence.</p>	Topic/Content	<p>Logical structure..planning, beginnings, endings, transitional phrases Write and revise: two essays: 1. interpretive of students’ own lives, drawing upon the experiences of characters in their reading 2. Interpretation of a character or characters in the books they are reading. Growing ideas as they write:</p> <ul style="list-style-type: none"> “I’m the kind of person who...” “Some people think that I’m ...but really I’m..” “On the outside, I seem like someone who...but on the inside I’m...” <p>Idea as a thesis: “I used to think I was..., but now I’m realizing I’m really...”</p>
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text sets with Critical Analytical Lenses	Big Idea/Enduring Understanding	Informational Writing: Building on Expository Structures to Write Lively, Voice-filled Nonfiction Picture Books Research Based Argument Essays
Essential Question/s	How does comprehension of nonfiction texts contribute to lifelong learning?	Essential Question/s	How do effective writers hook and hold readers and make writing easy to comprehend in order to teach about a

Grade 5 - English Language Arts Scope and Sequence (Year at a Glance)

			topic?
Topic/Content	Reading across texts Technical vocabulary Note-taking strategies Gathering information from multiple sources Keeping track of sources Compare authors' claims, validity of arguments, conveying information Connections across texts Draw conclusions Design their own informed opinions Apply new-found knowledge by creating instructional material for their peers and communities.	Topic/Content	Narrative (more story-like) and expository nonfiction (course-like) Writing with a focus Grouping information-categories, sub-categories Elaboration Substantiating claims with information
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Historical Fiction Book Clubs Fantasy Book Clubs	Big Idea/Enduring Understanding	Interpretation Text Sets Interpretative Essay: Exploring and Defending Big Ideas About Life and Texts
Essential Question/s	How can the study of themes, perspective and point of view contribute to lifelong learning?	Essential Question/s	How can the study of themes, perspective and point of view contribute to lifelong learning?
Topic/Content	Complex story elements: setting (time and place), character relationships (historical/fantasy), synthesizing subplots. Complex themes-recurrent in human history with relevance today. Envisionment (mental movie)	Topic/Content	Determining central ideas/themes Multiple ideas Symbolism Literary craft
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Literary Essay	Big Idea/Enduring Understanding	Poetry
Essential Question/s	How does the literary essay reflect my understanding of what I have read?	Essential Question/s	Why is it important to understand the literal and figurative meaning of words?
Topic/Content	Character	Topic/Content	Poetry Immersion

Grade 5 - English Language Arts Scope and Sequence (Year at a Glance)			
	Story elements Reflection Text citations		Class Anthology Craft from both reader's and writer's perspective Appreciation for both what the author says but also how it is said and how text gets meaning across. Poetry to study: <ul style="list-style-type: none"> • Specificity • Comparative thinking • Understatement • Hyperbole
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Information Reading: Reading, Research and Writing in the Content Areas	Big Idea/Enduring Understanding	Author Study through Book Clubs
Essential Question/s	How does comprehension of informational text contribute to lifelong learning and enable me to teach others?	Essential Question/s	How does reading enjoyment contribute to lifelong learning?
Topic/Content	Research community-covering content sense of how process happens Book organization Questioning to guide research Vocabulary explanations Primary source reading Map and geography reading Index cards and post-its to mark important information	Topic/Content	Student choice of writer Read and re-read books by one author Note and name specific craft and use of language Analyze recurring themes and compare and contrast between books Reflective writing why he or she gravitates to one particular author over another and noting ways in which a favorite author's work moves and shapes his or her own thinking about a particular subject.

Table 15. Grade 6 - English Language Arts Scope and Sequence (Year at a Glance)

Grade 6 - English Language Arts Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Launching Reading With Experienced Readers: Carrying essential structures and understandings forward: reading records, partnerships, writing	Big Idea/Enduring Understanding	Investigation Characters Across Series Realistic Fiction/Social Action Fiction

Grade 6 - English Language Arts Scope and Sequence (Year at a Glance)

	about reading and reading levels. Raising the Level of Personal Narratives and Edging Towards Memoir		
Essential Question/s	How can reading partnerships, and writing about my reading help me improve both my reading and writing skills? How can I move away from summarizing to reflection in order to raise the level of my personal narrative and move towards memoir.	Essential Question/s	How will asking and answering questions about characters help me move deeper into a series and comprehend more deeply? <ul style="list-style-type: none"> • What kind of person is the character? How do I know this? • What caused the character to do that or feel that way? How do I know this? • What in the book makes me think that the character did the right/wrong thing? • What do I think will happen next, based on what I know so far?
Topic/Content	Reading logs/Reflection Partnerships Reading Between the Lines Generating Narrative Writing: <ul style="list-style-type: none"> • Writers Draw on What We already Know How to Do • Writers Read Mentor Texts with a Writer's Eye • Yesterday's Revisions Become Today's Standard Practice Revising Students' Knowledge of Narrative Writing Even Before They Write Their Draft Editing and Word Study	Topic/Content	Getting to know characters: <ul style="list-style-type: none"> • Talking to Grow Theories About Characters • Developing Nuanced Theories About Characters • Expecting Complications in Characters • Attending to Objects that Reveal Characters • Seeing Characters Through the Eyes of Others • Seeing Texts Through the Prism of Theories • Tracing Ideas Through Texts • Studying Ourselves as Readers Moving Deeper Into a Series and Analyzing Characters Across a Series: <ul style="list-style-type: none"> • Readers have ideas that grow deeper as they move deeper into a particular series • Often large serial plots are episodic • Often characters will change dramatically from book to book • Readers can discuss the story in terms of what happened, but they also need to start talking about story in terms of literary merit. • It is fair, appropriate, and expected that reads will compare and contrast the various books in the series. • Readers understand the structure of narratives or "how stories go." • Readers of series books put themselves on a quest to discover the characters, setting, and problem when they start a book. • Readers keep all of their strategies in mind and they use the best ones for the job at hand. • Readers understand that most stories go a certain way, and you can deepen your understanding by taking advantage of this

Grade 6 - English Language Arts Scope and Sequence (Year at a Glance)

			<p>predictability.</p> <ul style="list-style-type: none"> • Readers consider common themes related to character challenges, problems, and struggles. • When readers discuss, they use evidence from the text to back up their ideas. • As readers get deeper into their stories, readers ask themselves, “what stands in my characters way?” or “how might this be resolved?” • Readers of series books often follow plot lines from one text to another. <p>Rehearsing Ideas for Realistic Fiction/Social Action Fiction Drafting and Elaborating Getting Ready to Publish</p>
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Nonfiction Reading: Navigating Expository, Narrative and Hybrid Nonfiction Nonfiction Research Clubs: Developing Analytical Lenses for Informational Reading	Big Idea/Enduring Understanding	Information Writing: Nonfiction Books
Essential Question/s	How can I determine importance and synthesize information to deeply comprehend and analyze non-fiction texts?	Essential Question/s	How can my writing examine a topic and convey information and ideas clearly?
Topic/Content	<p>Expository Nonfiction:</p> <ul style="list-style-type: none"> • Readyng Our Minds to read Nonfiction • Looking for Structure within a Nonfiction Text • Choosing Appropriate Texts and Reading with Stamina in Nonfiction • Becoming Experts and Teaching Others from Nonfiction Texts • Grasping Main Ideas in Nonfiction Texts • Talking to Grow Ideas About Nonfiction Texts • Reading Differently Because of Conversations • Identifying Nonfiction Text Structures and Adjusting Reading • Reading Nonfiction Narratives as Stories with Main Characters • Seeking Underlying Ideas in Narrative Nonfiction • Achievement Texts, Disaster Texts: Templates in Narrative Nonfiction • Envisioning (and Other Strategies) to Figure Our Unfamiliar Words 	Topic/Content	<p>Information Writers Try On topics, then Revise those Topics with an Eye Toward Greater Focus</p> <p>Writers gather a variety of Information to Support their Nonfiction Books</p> <p>Writers Draft the Pages of Books, Starting with Sections They are Most Eager to Write</p> <p>Information Writers Study Mentor Authors and Revise in Predictable Ways</p>
Bundle 5		Bundle 6	

Grade 6 - English Language Arts Scope and Sequence (Year at a Glance)

Big Idea/Enduring Understanding	The Personal and Persuasive Essay	Big Idea/Enduring Understanding	Historical Fiction Book Clubs: Tackling Complex Texts Historical Fiction
Essential Question/s	How can I apply the elements of the personal and literary essay (develop claims, support with details, angle details to support thesis) to the persuasive essay?	Essential Question/s	How can my reading partnership support this as well? How can my thinking about perspective, point of view and my ability to carry ideas across a text support my comprehension of historical fiction?
Topic/Content	Writers Choose an Idea, Write it as a Thesis and Build the structure for the essay. Gathering Material for an Essay, Selecting the most compelling and appropriate materials and construction a draft. Building Expository writing Muscles: Revising for Structure and Elaboration	Topic/Content	Tackling Complex Texts in the Company of Friends <ul style="list-style-type: none"> Constructing the Sense of Another Time Collaborating to Comprehend Complex Texts Synthesizing Story Elements Holding on When Time Jumps Back and Forth Unfolding Characters While Unfolding History Thinking as Someone Else Scrutinizing, Not Skipping, Descriptions Interpreting Complex Texts <ul style="list-style-type: none"> Authoring Our Own Responses to Texts Making Significance Seeing Big Ideas in Small Details Forging Trails of Thought as We Read Widening the Horizons of Our Thinking Becoming More Complex Because We Read <ul style="list-style-type: none"> Strengthening Our Empathy for Quiet Characters Imagining What's Possible and Reaching for It Seeing Power in Its Many Forms Sparking Nonfiction Against Fiction to Ignite Ideas Finding Themes Through Different Texts Conveying Complex Ideas Artfully Making a Mark on History
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Developing Analytical Reading Practices: Interpretation	Big Idea/Enduring Understanding	Literary Essay: Analyzing Texts for Meaning, Craft and Tone
Essential Question/s	How do I infer about characters' motivations, desires, and emotional states and analyze the impact of settings to develop more complex understandings in my reading?	Essential Question/s	How can I analyze a theme and demonstrate this reading skill through writing to discuss not just what a piece of text evidence demonstrates, but how it does so?

Grade 6 - English Language Arts Scope and Sequence (Year at a Glance)

Topic/Content	Considering the Implications of Stories-Pivotal Moments Analyzing Differences Analyzing Literary Devices and How We are Affected by Texts	Topic/Content	Writing Literary Essays that Explore a Theme or a Character in a Single Text Writing Across Texts to Explore the Different Treatment of Similar Themes Using Outside Sources Within a Literary Essay
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Social Issues Book Clubs	Big Idea/Enduring Understanding	Writing Prompted Essays Poetry
Essential Question/s	How do social issues books shift my reading from plot towards reading for ideas? How do social issues books invite me to think between texts and also reflect on how I live my life?	Essential Question/s	What structures can I use to support my prompted essay writing? How does the language and craft of poetry allow me to experience and appreciate the world I live in?
Topic/Content	Thinking and reading critically: <ul style="list-style-type: none"> • Characters in books belong to groups-just as we do. • Issues hide within the pages of books that you know well. • Careful readers read with a lens. • Smart readers mark texts thematically (annotation) • Smart readers think about other media where these issues are present. • Wise readers critique the text • Readers also reread parts of texts with different lenses 	Topic/Content	Writers Can Use the Boxes and Bullets Structure Writers chunk their essays into paragraphs and transitions Writers learn what job they will be doing by reading and thinking about the prompt/question Details make a difference Writers review Taking a Side of an Argument, Gathering Evidence to Support the Argument, and Showing that the Evidence is Less for the Other Side Revising for an introduction that cites the texts, transitions, paragraphs, and a conclusion. Characteristics of Poetry: <ul style="list-style-type: none"> • Form/rhyme scheme • Shape • White space • Alliteration • Onomatopoeia • Simile, metaphor, imagery
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Author Studies to Independent Reading Project	Big Idea/Enduring Understanding	Independent Writing Projects
Essential Question/s	What happens to me as a reader when I read many books by an author I love? What do I do as a reader that I can carry into writing that mimics my author?	Essential Question/s	How can I adapt my writing so that it is appropriate to my audience by choosing words, information, structures, and formats that conform to conventions?

Grade 6 - English Language Arts Scope and Sequence (Year at a Glance)

Topic/Content	When Readers Read More than One book by the Same Author, We Come to Know that Author When We Read Many Books by an Author We Love, We Apprentice Ourselves to that Author's Craft Readers Reflect on How Authors Have Changed Them	Topic/Content	Topic significance Theme Point trying to make
---------------	--	---------------	---

Subject Area: Mathematics

Table 16. Kindergarten - Mathematics Scope and Sequence (Year at a Glance)

Kindergarten - Mathematics Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Objects can be counted. Compare groups of objects, numbers, and determine if groups have the same number or which is greater.	Big Idea/Enduring Understanding	Objects can be compared by their attributes. An objects location can be identified by its position in relation to other objects.
Essential Question/s	How many do you have? How can you use counting to help you in everyday life? Why is it important to be able to count? How can you tell if a group is greater or less than another group? How do you compare two or more groups to each other? What attributes can you use to identify or compare objects?	Essential Question/s	How are groups alike? How are groups different? How do you know where this unit belongs? How do you know an object's position? What words can you use to describe an object's position? How do you use sequencing to determine what you do on a daily basis?
Topic/Content	Number Quantities, and Identifying Shapes	Topic/Content	Sorting, Attributes, and Positions of Objects
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Counting and connecting number words, numerals, and quantities. Developing strategies for accurately counting a set of objects by ones.	Big Idea/Enduring Understanding	Patterns can be found in the world around us

Kindergarten - Mathematics Scope and Sequence (Year at a Glance)

	Developing the idea of equivalence. Understanding length. Developing an understanding of the magnitude and positions of numbers. Using manipulatives, drawings, tools, and notations to show strategies.		
Essential Question/s	What do we count and why? How did I count? Does order matter when you count? How did you measure? How did you compare?	Essential Question/s	How do you identify a pattern? How can you predict what comes next in pattern? How do you create a pattern?
Topic/Content	Counting and Comparing	Topic/Content	Identifying and Extending Patterns and Problem Solving
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Patterns can be found in different forms.	Big Idea/Enduring Understanding	Objects can be compared and ordered by length. Objects can be compared and ordered by area.
Essential Question/s	How do patterns help me predict? What words can you use to describe your pattern? What is a real-world example of a pattern?	Essential Question/s	What words do you use to describe the length of objects? What words do you use to compare the length of objects? How can you tell if an object is longer or shorter than another? What words do you use to describe the area of objects? What words do you use to compare the area of objects? How can you tell if an object covers more or less area?
Topic/Content		Topic/Content	Comparing Attributes of Length and Area
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Groups can be identified by quantities. Graphs can help you solve problems. Events can be compared according to their duration.	Big Idea/Enduring Understanding	Objects can be compared and ordered by weight and capacity. Objects can be compared and ordered by temperature.
Essential Question/s	How do I use counting in my everyday life? What are different ways to determine a quantity in a group? How can you record your quantity? How does making a graph or table help you solve problems?	Essential Question/s	How can you tell if a container holds the same, more, or less than another? How can you compare the weights of different objects? What tools do you use to weigh objects? What information does a thermometer give you? What descriptive language can you use to determine

Kindergarten - Mathematics Scope and Sequence (Year at a Glance)

	<p>How does understanding a graph help you make a plan to solve a problem?</p> <p>What information does this graph tell me?</p> <p>What descriptive language can you use to compare duration of time?</p> <p>Why is it important to know how long an event takes?</p> <p>Which events in your daily schedule take the most/least time?</p>		<p>whether something is hot or cold?</p> <p>How can you use your senses to determine if an object is hot or cold?</p> <p>How is temperature related to different objects and situations?</p>
Topic/Content	Naming Quantities, Interpreting Graphs, and Duration of Events/Time	Including but not limited to: -focus on attributes of time, length, and temperature	Comparing Weight/ Mass, Capacity, and Temperature
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Objects can be sorted and described according to their attributes. Objects can be divided into parts	Big Idea/Enduring Understanding	Objects have equal parts. Quantities are determined by joining or separating.
Essential Question/s	<p>How do attributes help me identify a shape?</p> <p>What attributes can you use to sort shapes?</p> <p>What two and three dimensional objects can be found in the real world?</p> <p>What is the relationship between Two and Three Dimensional Shapes?</p> <p>How do you know if parts are equal?</p> <p>How do parts compare to a whole?</p> <p>How can you divide an object into parts?</p>	Essential Question/s	<p>Why is a given part of a whole a half or not a half?</p> <p>What does equal mean?</p> <p>How can you tell if two objects/sets are equal?</p> <p>How do you know whether you are joining or separating?</p> <p>What symbols do you use to show an addition or subtraction number sentence?</p> <p>What is the relationship between addition and subtraction (joining and separating)?</p>
Topic/ Content	Sorting and Describing Two and Three-Dimensional Shapes, Dividing Groups into Sets	Topic/Content	Explaining Parts, Addition, and Subtraction
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Number sentences can be used to explain our thinking	Big Idea/Enduring Understanding	Mathematics can be found in everyday situations.

Kindergarten - Mathematics Scope and Sequence (Year at a Glance)			
Essential Question/s	How can you show a take-away story as a subtraction sentence? What do you want to find out? How can you show a joining story as an addition sentence?	Essential Question/s	What steps can you take to solve a problem? What strategies help you solve a problem? What tools can you use to solve a problem? What are some real world situations where math is used?
Topic/Content	Addition, Subtraction, and Explaining Our Thinking	Topic/Content	Problem Solving

Table 17. Grade 1 - Mathematics Scope and Sequence (Year at a Glance)

Grade 1 - Mathematics Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Data can be organized.	Big Idea/Enduring Understanding	Patterns can be found all around. Quantities can be represented in different ways.
Essential Question/s	Why do we collect data? How does the representation help someone understand data? How do we compare quantities?	Essential Question/s	Where can we find patterns? How do different kinds of patterns repeat? How can understanding patterns be a strategy for solving problems? How can we represent quantities when speaking?
Topic/Content	Count and Compare Data	Topic/Content	Patterns and Number Sense
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Numbers represent quantities which can be combined or taken apart.	Big Idea/Enduring Understanding	Numbers in addition and subtraction are connected to each other.
Essential Question/s	What happens to the quantity when you add or subtract? What patterns can you find in addition and subtraction? How can the same quantity be represented in different ways?	Essential Question/s	How can patterns help you create and use strategies for solving addition and subtraction problems? Why is the order of a number sentence important? How are addition and subtraction related?
Topic/Content	Addition and Subtraction	Topic/Content	Number Relationships in Addition and Subtraction
Bundle 5		Bundle 6	
Big Idea/Enduring	Our number system uses the digits 0 – 9 to	Big	Shapes can be used to describe the world around us.

Grade 1 - Mathematics Scope and Sequence (Year at a Glance)

Understanding	represent different quantities.	Idea/Enduring Understanding	
Essential Question/s	How do tens and ones affect number order? How does the position of a digit in a number affect its value? How are place value patterns repeated in numbers?	Essential Question/s	Where do you see shapes? How do you use shapes? How can you sort and classify shapes?
Topic/Content	Introduction to Place Value	Topic/Content	2-D and 3-D Geometry
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Sets and objects can be taken apart or combined to make a whole.	Big Idea/Enduring Understanding	Each coin has its own value and appearance.
Essential Question/s	What happens when you combine or take apart shapes or sets? Why do fractions need to be equal parts? How can we describe parts of a set or whole?	Essential Question/s	Why is it important to know the differences between coins? How can skip counting help you count coins? What are the different ways to represent the same value with different coins?
Topic/Content	Parts and Wholes	Topic/Content	Parts and Wholes
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Place value can help you in everyday situations.	Big Idea/Enduring Understanding	Measurement helps us describe our world.
Essential Question/s	How can you represent place value in different ways? How can place value help you combine quantities and take them apart? How does place value help you compare quantities?	Essential Question/s	How can we compare objects and events (length and time)? How do you measure objects and events (length and time)? How does the tool relate to what is being measured (length and time)?
Topic/Content	Application of Place Value	Topic/Content	Measurement – Length and Time
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Measurement helps us describe our world.	Big Idea/Enduring Understanding	Measurement helps us describe our world.
Essential Question/s	How can we compare objects and events (capacity, weight/mass, and temperature)?	Essential Question/s	How can we compare objects and events (area)? How do you measure objects and events (area)?

Grade 1 - Mathematics Scope and Sequence (Year at a Glance)			
	How do you measure objects and events (capacity, weight/mass, and temperature)? How does the tool relate to what is being measured (capacity, weight/mass, and temperature)?		How does the tool relate to what is being measured (area)?
Topic/Content	Measurement – Capacity, Weight/ Mass, and Temperature	Topic/Content	Measurement – Area and Review

Table 18. Grade 2 - Mathematics Scope and Sequence (Year at a Glance)

Grade 2 - Mathematics Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Number sense-Understanding relationships through place value, addition and subtraction.	Big Idea/Enduring Understanding	Number sense-Understanding relationships through place value, addition and subtraction.
Essential Question/s	How can we use words, models and number sentences to represent numbers?	Essential Question/s	How can we order and compare numbers?
Topic/Content	Reading and Writing Numbers Writing addition and subtraction number sentences Writing models for tens and ones Expanded notation Addition number sentences	Topic/Content	Reading and Writing Numbers Using symbols to compare numbers 10 more or 10 less Even and odd numbers
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Number sense-Estimate, calculate and solve problems using addition and subtraction	Big Idea/Enduring Understanding	Number sense-Estimate, calculate and solve problems using addition and subtraction
Essential Question/s	How does the inverse relationship between addition and subtraction help me estimate, calculate and solve problems?	Essential Question/s	How does the inverse relationship between addition and subtraction help me estimate, calculate and solve problems?
Topic/Content	Addition Strategies-adding, 0, 1, 2, Doubles, Near Doubles Adding in Any order Adding Three Numbers	Topic/Content	Subtracting Strategies-subtracting 0, 1, 2 Thinking addition to subtract doubles Thinking addition to 10 to subtract Thinking addition to 18 to subtract

Grade 2 - Mathematics Scope and Sequence (Year at a Glance)

	Making 10 to add Number sentences		Making 10 to subtract Problem solving-two question problems
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Operations and Algebraic Thinking-working with equal groups	Big Idea/Enduring Understanding	Operations and Algebraic Thinking-working with equal groups
Essential Question/s	How can working with equal groups be a strategy for solving problems?	Essential Question/s	How can I use repeated addition, arrays, and counting by multiples as a strategy to solve problems?
Topic/Content	Repeated addition Building arrays Problem Solving: Draw a picture and write a number sentence. Look for a pattern.	Topic/Content	Practicing repeated addition Understanding multiples Problem solving by forming equal groups Number sentences Know the multiplication tables of 2s, 5s, and 10s.
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Mental Addition	Big Idea/Enduring Understanding	Mental Subtraction
Essential Question/s	How can I use my thinking to solve problems?	Essential Question/s	How can I use my thinking to solve problems?
Topic/Content	Adding tens Adding ones Adding tens and ones Adding on a hundreds chart Adding multiples of 10 Problem solving: Looking for a pattern	Topic/Content	Subtracting tens Finding parts of 100 Subtracting multiples of 10 Subtracting on a hundred chart Problem solving: Missing or Extra Information
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Numbers and Operations in Base 10	Big Idea/Enduring Understanding	Numbers and Operations in Base 10
Essential Question/s	What happens when we add two digit numbers and we have more than 10 ones?	Essential Question/s	What happens when we subtract two digit numbers and do not have enough ones?
Topic/Content	Regrouping 10 ones for 1 ten Models to add two-and One-Digit Numbers Adding Two and One Digit Numbers Models to Add two digit numbers	Topic/Content	Regrouping 1 ten for 10 ones Models to subtract two and one digit numbers Subtracting two and one digit numbers Models to subtract two digit numbers

Grade 2 - Mathematics Scope and Sequence (Year at a Glance)			
	Adding on a number line Problem solving		Subtracting on a number line Using addition to check subtraction Problem solving
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Measurement and Data-Using appropriate tools strategically.	Big Idea/Enduring Understanding	Measurement and Data-Using appropriate tools strategically.
Essential Question/s	How can I model, represent, and interpret number relationships to create and solve problems using addition and subtraction?	Essential Question/s	How do measurement and data help me to understand and solve problems?
Topic/Content	Money-coins, dollar, counting Ways to show the same amount Adding and subtracting money Estimating sums and differences Problem Solving: Try, Check, and Revise	Topic/Content	Exploring length Inches, feet, and yards Centimeters and meters Measuring length Adding and subtracting in measurement Comparing lengths Time-telling time to 5 minutes; before and after the hour Graphing lengths Pictographs, Bar Graphs Problem Solving; using objects

Table 19. Grade 3 - Mathematics Scope and Sequence (Year at a Glance)

Grade 3 - Mathematics Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.		Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.
Essential Question/s	How can I apply the properties of multiplication and division to make sense of problems and persevere in solving them.		How can I apply the properties of multiplication and division to make sense of problems and persevere in solving them.
Topic/Content	Interpret products of whole numbers. Interpret whole-number quotients of whole		Understand the properties of multiplication and the relationship between multiplication and division.

Grade 3 - Mathematics Scope and Sequence (Year at a Glance)

	<p>numbers.</p> <p>Use multiplication within 100 to solve word problems.</p> <p>Use division within 100 to solve word problems.</p> <p>Determine the unknown whole number in a multiplication equation.</p> <p>Determine the unknown whole number in a division equation.</p>		<p>Apply properties of multiplication.</p> <p>Apply properties of division.</p> <p>Understand division as an unknown factor problem.</p>
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.		Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.
Essential Question/s	How can I solve problems involving the four operations and identify and explain patterns in arithmetic?		How can understanding place value and the properties of operations be applied to reason abstractly and quantitatively?
Topic/Content	<p>Fluently multiply within 100.</p> <p>Fluently divide within 100</p> <p>Solve two-step word problems.</p> <p>Assess the reasonableness of answers to two-step word problems.</p> <p>Identify and explain arithmetic patterns.</p>		<p>Round whole numbers to the nearest 10.</p> <p>Round whole numbers to the nearest 100.</p> <p>Fluently add within 1000.</p> <p>Fluently subtract within 1000.</p> <p>Fluently subtract within 1000 using the relationship between addition and subtraction.</p> <p>Multiply one-digit whole numbers by multiples of 10.</p>
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Number and Operations in Base Ten: Develop an understanding of fractions as numbers.		Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
Essential Question/s	How can the understanding of fractions as numbers help me make sense of problems and persevere in solving them?		How do I use appropriate mathematical tools strategically?
Topic/Content	<p>Interpret proper fractions</p> <p>Relate fractions to numbers on the number line.</p> <p>Interpret and show unit fractions on the number line.</p> <p>Interpret and show fractions of the form $\frac{a}{b}$ on the number line.</p>		<p>Tell and write time to the nearest minute.</p> <p>Measure time intervals in minutes.</p> <p>Solve word problems involving addition and subtraction of time intervals in minutes.</p> <p>Represent a time problem on a number line.</p> <p>Measure and estimate liquid volumes using standard units</p>

Grade 3 - Mathematics Scope and Sequence (Year at a Glance)

	<p>Explain equivalence of fractions. Compare fractions by reasoning about their size. Relate fraction equivalence to size. Relate fraction equivalence to the number line. Generate and model equivalent fractions. Relate whole numbers and fractions. Compare two fractions with the same numerator or same denominator and use the symbols $>$, $=$, $<$.</p>		<p>of liters. Solve one-step word problems involving liquid volumes.</p>
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
Essential Question/s	How do the concepts of area relate to multiplication and to addition?		How do the concepts of area relate to multiplication and to addition?
Topic/Content	<p>Relate area to the operation of multiplication. Relate area to the operation of addition. Find the area of a rectangle by tiling it. Show that the area of a rectangle can be found by multiplying the side lengths. Multiply side lengths to find areas of rectangles.</p>		<p>Represent whole-number products as rectangular areas in mathematical reasoning. Use tiling to show that the area of a rectangle with side lengths a and $b+c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles.</p>
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		Measurement and Data: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
Essential Question/s	How do the concepts of area relate to multiplication and to addition?		How does the attribute of perimeter relate to plane figures?
Topic/Content	<p>Recognize area as an attribute of plane figures. Understand concepts of area measurement. Understand the concept of square unit. Relate a n unit squares to an area of n square units. Measure areas by counting in square inches and feet. Measure areas by counting unit squares in</p>		<p>Solve perimeter problems Solve perimeter problems involving finding an unknown side length. Exhibit rectangles with the same perimeter and different areas. Exhibit rectangles with the same area and different perimeters.</p>

Grade 3 - Mathematics Scope and Sequence (Year at a Glance)			
	improvised units		
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Measurement and Data: Represent and interpret data.		Geometry: Reason with shapes and their attributes.
Essential Question/s	How do I represent and use data to solve problems?		How does understanding shapes support my understanding of the world I live in?
Topic/Content	<p>Draw a scaled picture graph to represent a data set with several categories.</p> <p>Draw a scaled bar graph to represent a data set with several categories.</p> <p>Solve problems using information presented in scaled bar graphs.</p> <p>Find lengths involving halves and fourths of a unit and display them in a line plot.</p>		<p>Understand that shapes in different categories may share attributes.</p> <p>Understand that shared attributes of shapes can define a larger category.</p> <p>Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and draw quadrilaterals that are non-examples.</p> <p>Partition shapes into parts with equal areas.</p> <p>Express the area of each equal part of a shape as a unit fraction of the whole.</p>

Table 20. Grade 4 - Mathematics Scope and Sequence (Year at a Glance)

Grade 4 - Mathematics Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.	Big Idea/Enduring Understanding	Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.
Essential Question/s	How can I use the four operations with whole numbers to solve problems?	Essential Question/s	What are factors and multiples?
Topic/Content	<p>Relate multiplication equations to multiplicative comparison.</p> <p>Distinguish multiplicative comparison from additive comparison.</p> <p>Multiply to solve word problems involving multiplicative comparison.</p>	Topic/Content	<p>Find factor pairs.</p> <p>Recognize that a whole number is a multiple of each of its factors.</p> <p>Determine whether one number is a multiple of another.</p> <p>Identify prime or composite numbers.</p>

Grade 4 - Mathematics Scope and Sequence (Year at a Glance)

	<p>Divide to solve word problems involving multiplicative comparison</p> <p>Solve multi-step word problems.</p> <p>Assess the reasonableness of answers to multi-step word problems.</p> <p>Use algebraic equations to represent multi-step word problems</p>		
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Operations and Algebraic Thinking: Represent and solve problems involving multiplication and division.	Big Idea/Enduring Understanding	Number and Operations in Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic.
Essential Question/s	How can I generate and analyze number and shape patterns to help solve mathematical problems?	Essential Question/s	How does my understanding of place value support my understanding of multi-digit numbers?
Topic/Content	<p>Generate a number pattern that follows a given rule.</p> <p>Generate a shape pattern that follows a given rule.</p> <p>Describe features of a pattern.</p>	Topic/Content	<p>Recognize that a digit in one place represents ten times what it represents to its right.</p> <p>Read and write number names for multi-digit numbers.</p> <p>Use expanded form for multi-digit numbers.</p> <p>Compare two multi-digit numbers and use the symbols $>$, $=$, and $<$.</p> <p>Round multi-digit whole numbers to any place.</p>
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Number and Operations in Base Ten: Using place value understanding and properties of operations to perform multi-digit arithmetic.	Big Idea/Enduring Understanding	Number and Operations – Fractions: Extend an understanding of fractions equivalence and ordering.
Essential Question/s	How does my understanding of place value and the properties of operations help me to perform multi-digit arithmetic?	Essential Question/s	How can I apply my knowledge of fractions to the world I live in?
Topic/Content	<p>Fluently add multi-digit whole numbers using the standard algorithm.</p> <p>Fluently subtract multi-digit number by a one-digit number.</p> <p>Multiply up to a four-digit number by a one-digit number.</p> <p>Multiply two two-digit numbers.</p>	Topic/Content	<p>Explain why a fraction a/b is equivalent to a fraction $(nxa)/(nxb)$.</p> <p>Recognize and generate equivalent fractions.</p> <p>Compare two fractions with different numerators and different denominators and use the symbols $>$, $=$, or $<$.</p>

Grade 4 - Mathematics Scope and Sequence (Year at a Glance)			
	Model multi-digit multiplication. Divide up to four-digit dividends by one-digit divisors. Model division of up to four-digit dividends by one-digit divisors.		
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Number and Operations – Fractions: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Big Idea/Enduring Understanding	Number and Operations – Relationship of decimals and fractions.
Essential Question/s	How can I apply my knowledge of fractions to the world I live in?	Essential Question/s	How can I apply my knowledge of fractions and decimals to the world I live in?
Topic/Content	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Interpret addition of fractions. Interpret subtraction of fractions. Decompose fractions. Add mixed numbers with like denominators. Subtract mixed numbers with like denominators. Solve word problems involving addition of fractions with like denominators. Solve word problems involving subtraction of fractions with like denominators. Multiply a fraction by a whole number. Understand a fraction a/b as a multiple of $1/b$. Understand that $n \times (a/b) = (n \times a)/b$. Solve word problems involving multiplication of a fraction by a whole number. Solve problems involving addition and subtraction of fractions by using measurement data in line plots. Make a line plot to display measurements involving halves, fourths, and eighths of a unit.	Topic/Content	Express a fraction with denominator 10 as an equivalent fraction with denominator 100. Use equivalent fractions to add two fractions with respective denominators 10 and 100. Use decimal notation for fractions with denominators 10 or 100. Use decimal notation to describe length. Show decimals on a number line. Compare two decimals to hundredths and use the symbols $>$, $=$ and $<$.
Bundle 9		Bundle 10	
Big Idea/Enduring	Measurement and Data: Solve problems	Big	Measurement and Data: Solve problems involving

Grade 4 - Mathematics Scope and Sequence (Year at a Glance)

Understanding	involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Idea/Enduring Understanding	measurement and estimation of intervals of time, liquid volumes, and masses of objects.
Essential Question/s	How can I use measurement and data to support my mathematical thinking and problem solving?	Essential Question/s	How can I use measurement and data to support my mathematical thinking and problem solving?
Topic/Content	Know relative sizes of measurement units within one system of units. Know relative sizes of units of length. Know relative sizes of units of mass. Know relative sizes of units of weight. Know relative sizes of units of liquid volume. Know relative sizes of units of time. Convert from larger units to smaller units. Make a table of measurement equivalents.	Topic/Content	Solve word problems involving distances. Solve word problems involving intervals of time. Solve word problems involving liquid volumes. Solve word problems involving masses of objects. Solve word problems involving money. Use the four operations to solve measurement word problems involving simple fractions. Represent measurement quantities on number line diagrams. Use the area formula for rectangles. Use the perimeter formula for rectangles.
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Measurement and Data: Geometric Measurement	Big Idea/Enduring Understanding	Geometry: Reason with shapes and their attributes. Identify lines and angles, classify shapes by properties of their lines and angles.
Essential Question/s	How can I apply my knowledge of geometric shapes to the world I live in?	Essential Question/s	How does understanding shapes support my understanding of the world I live in?
Topic/Content	Understand how angles are formed. Understand concepts of angle measurement. Relate angle measurement in degrees to circles. Relate one-degree angles to n -degree angles. Measure angles using a protractor. Sketch angles of specific measure. Recognize angle measure as additive. Solve addition and subtraction problems to find unknown angles on a diagram.	Topic/Content	Draw and identify points, lines, line segments, and rays. Draw and identify parallel and perpendicular lines. Draw and identify right, acute, and obtuse angles. Use parallel or perpendicular lines to classify figures. Categorize and identify right triangles. Understand line symmetry. Identify line-symmetric figures. Draw lines of symmetry.

Table 21. Grade 5 - Mathematics Scope and Sequence (Year at a Glance)

Grade 5 - Mathematics Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Operations and Algebraic Thinking: Real world situations can be represented symbolically and graphically.	Big Idea/Enduring Understanding	Operations and Algebraic Thinking: Algebraic expressions and equations generalize relationships from specific cases.
Essential Question/s	How is thinking algebraically different from thinking arithmetically? How do I use algebraic expressions to analyze or solve problems?	Essential Question/s	How do the properties contribute to algebraic understanding? How can relationships be expressed symbolically?
Topic/Content	Use parentheses, brackets, or braces in numerical expressions. Evaluate numerical expressions with parentheses, brackets, or braces.	Topic/Content	Write numerical expressions that record calculations. Interpret numerical expressions
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Operations and Algebraic Thinking: Mathematical expressions represent relationships. Number patterns and relationships can be represented using variables.	Big Idea/Enduring Understanding	Number and Operations in Base Ten: Place value is based upon groups of ten. Computation involves taking apart and combining numbers using a variety of approaches. Proficiency with basic facts aids estimation and computation of larger and smaller numbers.
Essential Question/s	How do the properties contribute to algebraic understanding? How can relationships be expressed symbolically?	Essential Question/s	How does the position of a digit in a number affect its value? In what ways can numbers be composed and decomposed?
Topic/Content	Generate two numerical patterns using two given rules. Identify relationships between corresponding terms in two numerical patterns. Form ordered pairs from two numerical patterns. Graph ordered pairs generated by two patterns.	Topic/Content	Understand how the value of a digit in one place compares to the value in the place to its right or left. Explain patterns of zeros when multiplying a number by powers of 10. Use exponents to denote powers of 10. Explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10. Read and write decimals to thousandths. Compare decimals to thousandths. Read and write decimals to thousandths using base-ten numerals and number names.

Grade 5 - Mathematics Scope and Sequence (Year at a Glance)

			Use expanded form for decimals. Compare decimals to thousandths using the symbols $>$, $=$, $<$. Round decimals to any place.
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Number and Operations in Base Ten: Flexible methods of computation involve grouping numbers in strategic ways.	Big Idea/Enduring Understanding	Number and Operations – Fractions: Use equivalent fractions as a strategy to add and subtract fractions.
Essential Question/s	How do mathematical operations relate to each other? What are efficient methods for finding sums, differences, products and quotients?	Essential Question/s	How can models be used to determine and compare equivalent fractions? How do I explain the meaning of a fraction and use my understanding to represent and compare fractions?
Topic/Content	Fluently multiply multi-digit whole numbers using the standard algorithm. Divide up to four-digit dividends by two-digit divisors. Model division of up to four-digit dividends by two-divisors. Add decimals to hundredths. Subtract decimals to hundredths. Subtract decimals using the relationship between addition and subtraction. Multiply decimals to hundredths. Divide decimals to hundredths. Explain strategies used to perform decimal operations.	Topic/Content	Add fractions with unlike denominators. Add mixed numbers with unlike denominators. Subtract fractions with unlike denominators Subtract mixed numbers with unlike denominators Solve word problems involving addition of fractions. Solve word problems involving subtraction of fractions. Estimate mentally and assess the reasonableness of a fraction sum or difference.
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Number and Operations – Fractions: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Big Idea/Enduring Understanding	Measurement and Data: Measurement describes the attributes of objects and events. Standard units of measure enable people to interpret results or data.
Essential Question/s	How do I apply my understanding of fractions to the world I live in? How can my knowledge of division and multiplication be used to solve problems with	Essential Question/s	Why do I measure? Why do I need standardized units of measurement? How does what I measure influence how we measure?

Grade 5 - Mathematics Scope and Sequence (Year at a Glance)

	fractions?		
Topic/Content	<p>Interpret a fraction as division. Solve word problems involving division of whole numbers with answers that are fractions or mixed numbers. Multiply a whole number by a fraction. Multiply a fraction by a fraction. Interpret the product of a fraction and a whole number. Relate multiplication of fractions and the area of a rectangle with fractional side lengths. Interpret multiplication as scaling (resizing). Predict the size of a product compared to the size of one factor on the basis of the size of the other factor. Explain the effect of multiplying a given number by a fraction greater than 1, less than 1, or equal to 1. Solve real-world problems involving multiplication of fractions. Solve real-world problems involving multiplication of mixed numbers. Divide whole numbers and unit fractions. Interpret division of a unit fraction by a whole number. Interpret division of a whole number by a unit fraction. Solve real-world problems involving division of fractions and whole numbers. of a fraction sum or difference.</p>	Topic/Content	<p>Convert measurement units. Use conversions to solve real-world problems.</p>
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	<p>Measurement and Data: Measurement describes the attributes of objects and events. Standard units of measure enable people to interpret results or data. Geometric measurement: understand concepts</p>	Big Idea/Enduring Understanding	<p>Measurement and Data: Measurement describes the attributes of objects and events. Standard units of measure enable people to interpret results or data.</p>

Grade 5 - Mathematics Scope and Sequence (Year at a Glance)

	of volume and relate volume to multiplication and to addition.		
Essential Question/s	How does my understanding of multiplication and addition apply to geometric measurement of volume?	Essential Question/s	How can I use my understanding of data to solve real life problems?
Topic/Content	<p>Recognize volume as an attribute of solid figures. Understand concepts of volume measurement. Understand the concept of cubic unit. Relate n unit cubes to a volume of n cubic units. Measure volumes by counting in cubic inches and feet. Measure volumes by counting unit cubes in improvised units. Show that the volume of a right rectangular prism can be found by multiplying the edge lengths. Show that the volume of a right rectangular prism can be found by multiplying the height by the area of the base. Represent threefold whole-number products as volumes. Use the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms. Find volumes of solid figures composed of two non-overlapping right rectangular prisms.</p>	Topic/Content	<p>Solve problems using fraction operations by using measurement data in plot lines. Relate volume to the operations of multiplication and addition. Solve real-world and mathematical problems involving volume.</p>
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	<p>Geometry: Geometry and spatial sense offer ways to interpret and reflect on our physical environment. Analyzing geometric relationships develops reasoning and justification skills. Classify two dimensional figures into categories based on their properties.</p>	Topic/Content	<p>Geometry: Graph points on the coordinate plane to solve real-world and mathematical problems. Analyzing geometric relationships develops reasoning and justification skills. Classify two dimensional figures into categories based on their properties.</p>
Essential Question/s	<p>How do geometric models describe spatial relationships? How are geometric shapes and objects classified?</p>	Big Idea/Enduring Understanding	<p>How do geometric models describe spatial relationships? How are geometric shapes and objects classified?</p>

Grade 5 - Mathematics Scope and Sequence (Year at a Glance)			
Topic/Content	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. Classify two-dimensional figures in a hierarchy based on properties.	Essential Question/s	Graph points on the coordinate plane to solve real-world and mathematical problems. Understand a coordinate system. Graph points in the first quadrant of the coordinate plane. Interpret coordinate values of points in the first quadrant of the coordinate plane.

Table 22. Grade 6 - Mathematics Scope and Sequence (Year at a Glance)

Grade 6 - Mathematics Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Expressions and Equations: Apply and extend previous understandings of arithmetic to algebraic expressions.	Big Idea/Enduring Understanding	Expressions and Equations: Reason about and solve one-variable equations and inequalities.
Essential Question/s	How do I use my knowledge of arithmetic to better understand and solve algebraic expressions?	Essential Question/s	How do I use my knowledge of arithmetic to better understand and solve algebraic expressions?
Topic/Content	Write numerical expressions with exponents. Evaluate numerical expressions with exponents. Read and write algebraic expressions. Evaluate algebraic expressions. Write algebraic expressions that record operations. Identify parts of an expression using mathematical terms. View one or more parts of an expression as a single entity. Evaluate expressions at specific values of their variables. Evaluate expressions that arise from formulas. Evaluate expressions using Order of Operations. Generate equivalent expressions. Identify when two expressions are equivalent.	Topic/Content	Determine the values from a specified set that make an equation true. Determine the values from a specified set that make an inequality true. Solve problems by using variables to represent numbers and write expressions. Understand how variables are used.

Grade 6 - Mathematics Scope and Sequence (Year at a Glance)

Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	The Number System: Represent and analyze quantitative relationships between dependent and independent variables.	Big Idea/Enduring Understanding	The Number System: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
Essential Question/s	How do I use my knowledge of arithmetic to better understand and solve algebraic expressions?	Essential Question/s	How can I apply my understanding of multiplication and division to divide fractions by fractions and then to the real world?
Topic/Content	Write and solve equations of the form $x + p = q$. Write and solve equations of the form $px = q$. Write an inequality of the form $x > c$ or $x < c$. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions. Represent solutions of inequalities on number lines. Use variables to represent two quantities that change in relationship to one another. Analyze relationships between dependent and independent variables.	Topic/Content	Divide fractions Solve world problems involving division of fractions by fractions.
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	The Number System: Compute fluently with multi-digit numbers and find common factors and multiples.	Big Idea/Enduring Understanding	The Number System: The Number System: Apply and extend previous understanding of numbers to the system of rational numbers.
Essential Question/s	How can numbers be broken down into their smallest factors? How can multiples be used to solve problems? How do you find the prime factors and multiples of a number? How can multiples be used to solve problems? How does my knowledge about multiplication facts help me to solve problems?	Essential Question/s	How can numbers be broken down into their smallest factors? How can multiples be used to solve problems? How do you find the prime factors and multiples of a number? How can multiples be used to solve problems? How does my knowledge about multiplication facts help me to solve problems?
Topic/Content	Fluently divide multi-digit numbers using the standard algorithm. Fluently add multi-digit decimals using the standard algorithm. Fluently subtract multi-digit decimals using the	Topic/Content	Interpret positive and negative numbers. Show rational numbers on the number line. Show points on the number line with negative number coordinates. Graph points with negative number coordinates.

Grade 6 - Mathematics Scope and Sequence (Year at a Glance)

	<p>standard algorithm. Fluently multiply multi-digit decimals using the standard algorithm. Fluently divide decimals using the standard algorithm. Find the greatest common factor of two numbers. Find the least common multiple of two numbers. Use the distributive property.</p>		<p>Interpret opposites of numbers. Relate signs of numbers in ordered pairs to quadrants of the coordinate plane. Relate signs of numbers in ordered pairs to reflections in the coordinate plane. Find and position integers on a horizontal or vertical number line. Find and position pairs of integers on a coordinate plane. Find and position pairs of rational numbers on a coordinate plane. Order rational numbers. Understand absolute value. Relate inequalities to number lines. Write, interpret, and explain ordering of rational numbers in real-world contexts. Interpret the absolute value of a rational number. Relate absolute value and order. Graph points in the coordinate plane. Find distances between points with the same first coordinate or the same second coordinate.</p>
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	<p>Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems. Proportional relationships express how quantities change in relationship to each other.</p>	Big Idea/Enduring Understanding	<p>Ratios and Proportional Relationships: Understand ratio concepts and use ratio reasoning to solve problems.</p>
Essential Question/s	<p>How does comparing quantities describe the relationship between them?</p>	Essential Question/s	<p>When and why do I use proportional comparisons?</p>
Topic/Content	<p>Understand the concept of a unit rate. Use rate language. Solve problems involving ratios. Solve problems involving rates. Make tables of equivalent ratios. Find missing values in tables of equivalent ratios. On the coordinate plane, plot pairs of values given in tables of equivalent ratios.</p>	Topic/Content	<p>Use tables to compare ratios. Solve unit rate problems. Find a percent of a quantity. Find the whole, given a part and the percent. Convert measurement units. Transform measurement units when multiplying or dividing quantities.</p>

Grade 6 - Mathematics Scope and Sequence (Year at a Glance)

Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	<p>Statistics and Probability: Develop understanding of statistical variability.</p> <p>The way data is collected, organized and displayed influences interpretation.</p> <p>The probability of an event's occurrence can be predicted with varying degrees of confidence.</p>	Big Idea/Enduring Understanding	<p>Statistics and Probability: Summarize and describe distributions.</p> <p>The way data is collected, organized and displayed influences interpretation.</p> <p>The probability of an event's occurrence can be predicted with varying degrees of confidence.</p>
Essential Question/s	<p>Why is data collected and analyzed?</p> <p>How do people use data to influence others?</p> <p>How can predictions be made based on data?</p>	Essential Question/s	<p>Why is data collected and analyzed?</p> <p>How do people use data to influence others?</p> <p>How can predictions be made based on data?</p>
Topic/Content	<p>Understand statistical questions.</p> <p>Understand how data are described by a measure of center.</p> <p>Understand how data are described by their spread.</p> <p>Understand how data are described by the overall shape.</p> <p>Understand how a measure of center describes the data values.</p> <p>Understand how a measure of variability describes how the data values in a set vary.</p>	Topic/Content	<p>Display numerical data in plots on a number line.</p> <p>Display numerical data in dot plots.</p> <p>Display numerical data in histograms.</p> <p>Display numerical data in box plots.</p> <p>Summarize numerical data in relation to their context.</p> <p>For numerical data, report the number of observations.</p> <p>For numerical data, describe the nature of the attribute under investigation.</p> <p>For numerical data, describe how the investigated attribute was measured and its units of measurement.</p> <p>Find the median of a set of data.</p> <p>Find the mean of a set of data.</p> <p>Find the interquartile range and/or mean absolute deviation of a data set.</p> <p>Describe overall patterns or deviations in a data set.</p> <p>Relate a measure of center to the shape of the data distribution and context of data collection.</p> <p>Relate a measure of variability to the shape of the data distribution and context of data collection.</p>
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	<p>Geometry: Solve real-world and mathematical problems involving area, surface areas, and volume.</p> <p>Geometry and spatial sense offer ways to interpret and reflect on our physical environment.</p>	Big Idea/Enduring Understanding	<p>Geometry: Solve real-world and mathematical problems involving area, surface areas, and volume.</p> <p>Geometry and spatial sense offer ways to interpret and reflect on our physical environment.</p> <p>Analyzing geometric relationships develops reasoning and justification skills.</p>

Grade 6 - Mathematics Scope and Sequence (Year at a Glance)			
	Analyzing geometric relationships develops reasoning and justification skills.		
Essential Question/s	How do geometric models describe spatial relationships? How are geometric shapes and objects classified?	Essential Question/s	How do geometric models describe spatial relationships? How are geometric shapes and objects classified?
Topic/Content	Find area by composing a figure into rectangles. 6.G.1 Find area by decomposing a figure into triangles and other shapes. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths.	Topic/Content	Show that the volume of a right rectangular prism with fractional edge lengths can be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths. Draw polygons in the coordinate plane. Find the length of a side of a polygon drawn in the coordinate plane. Represent three-dimensional figures using nets. Use nets to find the surface area of three-dimensional figures.

Subject Area: Social Studies

Table 23. Kindergarten– Social Studies Scope and Sequence (Year at a Glance)

Kindergarten – Social Studies Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: Students understand that being a good citizen involves acting in certain ways.	Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: Students understand that being a good citizen involves acting in certain ways.
Essential Question/s	How can I recognize a good citizen?	Essential Question/s	How can I recognize a good citizen?
Topic/Content	Follow rules, such as sharing and taking turns, and know the consequences of breaking them. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	Topic/Content	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
Bundle 3		Bundle 4	

Kindergarten – Social Studies Scope and Sequence (Year at a Glance)

Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
Essential Question/s	What is the significance of the state flags and the state symbols?	Essential Question/s	Why are the bald eagle and the Statue of Liberty symbolic of our nation?
Topic/Content	<p>A symbol stands for an idea.</p> <p>Historic Bear Flag raised at Sonoma on June 14, 1846, by a group of American settlers in revolt against Mexican rule.</p> <p>The flag was designed by William Todd on a piece of new unbleached cotton.</p> <p>The star imitated the lone star of Texas. A grizzly bear represented the many bears seen in the state.</p> <p>The word, "California Republic" was placed beneath the star and bear.</p> <p>It was adopted by the 1911 State Legislature as the State Flag.</p>	Topic/Content	<p>The Bald Eagle is the symbol bird of the United States of America.</p> <p>The Bald Eagle represents the traits of courage, independence, and strength. It is a large eagle with white-feathered head and neck.</p> <p>The Bald Eagle appears on most of its official seals, including the Seal of the President of the United States.</p> <p>The Statue of Liberty stands in Upper New York Bay, a universal symbol of freedom.</p> <p>Emblem of the friendship between the people of France and the U.S. and a sign of their mutual desire for liberty, over the years the Statue has become much more.</p> <p>Embodying hope and opportunity for those seeking a better life in America.</p> <p>It stirs the desire for freedom in people all over the world.</p>
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: 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.	Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: 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.
Essential Question/s	What are the needs of the people in our school and our outside community?	Essential Question/s	What are the needs of the people in our school and our outside community?
Topic/Content	Classroom needs and student responsibilities School wide needs and student responsibilities	Topic/Content	Community workers and their responsibilities
Bundle 7		Bundle 8	

Kindergarten – Social Studies Scope and Sequence (Year at a Glance)

Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: Students compare and contrast the locations of people, places, and environments and describe their characteristics.	Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: Students compare and contrast the locations of people, places, and environments and describe their characteristics.
Essential Question/s	How can I locate people and places? Why is it important to understand the differences of people and places?	Essential Question/s	How can I locate people and places? Why is it important to understand the differences of people and places?
Topic/Content	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	Topic/Content	Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities). 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. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: Students understand that history relates to events, people, and places of other times.
Essential Question/s	Why is a calendar important?	Essential Question/s	What is history and how are events from history recognized?
Topic/Content	Determine the months of the year and relate to seasons Note structure of calendar regarding days of the week and number of weeks per month. Establish a timeline	Topic/Content	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).
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: Students understand that history relates to events, people, and places of other times.	Big Idea/Enduring Understanding	Learning and Working Now and Long Ago: Students understand that history relates to events, people, and places of other times.
Essential Question/s	What is history and how are events from history recognized?	Essential Question/s	What is history and how are events from history recognized?
Topic/Content	Know the triumphs in American legends and	Topic/Content	Understand how people lived in earlier times and how

Kindergarten – Social Studies Scope and Sequence (Year at a Glance)			
	historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.		their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Table 24. Grade 1– Social Studies Scope and Sequence (Year at a Glance)

Grade 1 – Social Studies Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	A Child’s Place in Time and Space: Students describe the rights and individual responsibilities of citizenship.	Big Idea/Enduring Understanding	A Child’s Place in Time and Space: Students describe the rights and individual responsibilities of citizenship.
Essential Question/s	Why is important to have rules?	Essential Question/s	Why is important to have rules?
Topic/Content	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.	Topic/Content	Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “golden Rule.”
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	A Child’s Place in Time and Space: Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.	Big Idea/Enduring Understanding	A Child’s Place in Time and Space: Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
Essential Question/s	How can I use maps and their symbols to locate places and people? How does location affect how people live?	Essential Question/s	How can I use maps and their symbols to locate places and people? How does location affect how people live?
Topic/Content	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. Compare the information that can be derived from a three-dimensional model to the	Topic/Content	Construct a simple map, using cardinal directions and map symbols. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

Grade 1 – Social Studies Scope and Sequence (Year at a Glance)

	information that can be derived from a pictures of the same location.		
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	A Child's Place in Time and Space: Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.	Big Idea/Enduring Understanding	A Child's Place in Time and Space: Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
Essential Question/s	What is the significance of our national traditions?	Essential Question/s	What is the significance of our national traditions?
Topic/Content	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America"). Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	Topic/Content	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.
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	A Child's Place in Time and Space: 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.	Big Idea/Enduring Understanding	A Child's Place in Time and Space: 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.
Essential Question/s	Why do some things stay the same while others change over time?	Essential Question/s	Why do some things stay the same while others change over time?
Topic/Content	Examine the structure of schools and communities in the past. Study transportation methods of earlier days.	Topic/Content	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.
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	A Child's Place in Time and Space: Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.	Big Idea/Enduring Understanding	A Child's Place in Time and Space: Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
Essential Question/s	How people from different backgrounds helped to define California and the American culture?	Essential Question/s	How people from different backgrounds helped to define California and the American culture?
Topic/Content	Recognize the ways in which we are all part of the same community, sharing principles, goals, and	Topic/Content	Understand the ways in which American Indians and immigrants have helped define Californian and American

Grade 1 – Social Studies Scope and Sequence (Year at a Glance)			
	traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.		culture. Compare the beliefs customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	A Child’s Place in Time and Space: Students understand basic economic concepts and the role of individual choice in a free-market economy.	Big Idea/Enduring Understanding	A Child’s Place in Time and Space: Students understand basic economic concepts and the role of individual choice in a free-market economy.
Essential Question/s	Why do we need money and what are the ways we can earn it?	Essential Question/s	Why do we need money and what are the ways we can earn it?
Topic/Content	Understand the concept of exchange and the use of money to purchase goods and services.	Topic/Content	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.

Table 25. Grade 2– Social Studies Scope and Sequence (Year at a Glance)

Grade 2 – Social Studies Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	People Who Make a Difference: Students differentiate between things that happened long ago and things that happened yesterday.	Big Idea/Enduring Understanding	People Who Make a Difference: Students differentiate between things that happened long ago and things that happened yesterday.
Essential Question/s	How my life is different from my grandparents and parents and what evidence can I look toward to discover this?	Essential Question/s	How my life is different from my grandparents and parents and what evidence can I look toward to discover this?
Topic/Content	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.	Topic/Content	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	People Who Make a Difference: Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.	Big Idea/Enduring Understanding	People Who Make a Difference: Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

Grade 2 – Social Studies Scope and Sequence (Year at a Glance)

Essential Question/s	How do I use maps help to locate and understand people, places and environments?	Essential Question/s	How do I use maps help to locate and understand people, places and environments?
Topic/Content	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, map of the school). Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.	Topic/Content	Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	People Who Make a Difference: Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.	Big Idea/Enduring Understanding	People Who Make a Difference: Students explain governmental institutions and practices in the United States and other countries.
Essential Question/s	How do I use maps help to locate and understand people, places and environments?	Essential Question/s	How do countries make and enforce laws? How do conflicts between groups and nations get resolved?
Topic/Content	Compare and contrast basic land use in urban, suburban, and rural environments in California.	Topic/Content	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	People Who Make a Difference: Students explain governmental institutions and practices in the United States and other countries.	Big Idea/Enduring Understanding	People Who Make a Difference: Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
Essential Question/s	How do countries make and enforce laws? How do conflicts between groups and nations get resolved?	Essential Question/s	How do consumers and producers support our economy?
Topic/Content	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.	Topic/Content	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
Bundle 9		Bundle 10	

Grade 2 – Social Studies Scope and Sequence (Year at a Glance)			
Big Idea/Enduring Understanding	People Who Make a Difference: Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.	Big Idea/Enduring Understanding	People Who Make a Difference: Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
Essential Question/s	How do consumers and producers support our economy?	Essential Question/s	How do consumers and producers support our economy?
Topic/Content	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.	Topic/Content	Understand how limits on resources affect production and consumption (what to produce and what to consume).
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	People Who Make a Difference: Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	Big Idea/Enduring Understanding	People Who Make a Difference: Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Essential Question/s	How can I compare and contrast individuals to identify the commonalities and differences in their character traits?	Essential Question/s	How can I compare and contrast individuals to identify the commonalities and differences in their character traits?
Topic/Content	Graphic organizers Timelines Inner Traits vs. Exterior Traits Pivotal Points Life Lessons	Topic/Content	Graphic organizers Timelines Inner Traits vs. Exterior Traits Pivotal Points Life Lessons

Table 26. Grade 3 – Social Studies Scope and Sequence (Year at a Glance)

Grade 3 – Social Studies Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Continuity and Change: Students describe the physical and human geography and use maps,	Big Idea/Enduring Understanding	Continuity and Change: Students describe the physical and human geography and use maps, tables, graphs,

Grade 3 – Social Studies Scope and Sequence (Year at a Glance)

	tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.	Understanding	photographs, and charts to organize information about people, places, and environments in a spatial context.
Essential Question/s	How can I describe physical and human geography?	Essential Question/s	How can I describe physical and human geography?
Topic/Content	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes) Organizing information through maps, tables, graphs, photographs, charts	Topic/Content	Timelines to place key events and people of the historical era they are studying. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Continuity and Change: Students describe the American Indian nations in their local region long ago and in the recent past.	Big Idea/Enduring Understanding	Continuity and Change: Students describe the American Indian nations in their local region long ago and in the recent past.
Essential Question/s	Who were the American Indian nations in our region and how do we identify them?	Essential Question/s	Who were the American Indian nations in our region and how do we identify them?
Topic/Content	Describe national identities, religious beliefs, customs, and various folklore traditions. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).	Topic/Content	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. Discuss the interaction of new settlers with the already established Indians of the region.
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Continuity and Change: Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	Big Idea/Enduring Understanding	Continuity and Change: Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
Essential Question/s	How did each period of settlement leave its mark on the land? How is the present connected to the past?	Essential Question/s	How did each period of settlement leave its mark on the land? How is the present connected to the past?
Topic/Content	Research the explorers who visited here, the	Topic/Content	Trace why their community was established, how

Grade 3 – Social Studies Scope and Sequence (Year at a Glance)

	<p>newcomers who settled her, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</p> <p>Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.</p>		<p>individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.</p>
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Continuity and Change: Students understand the role of rules and laws in our daily lives and the basic structure of the U. S. government.	Big Idea/Enduring Understanding	Continuity and Change: Students understand the role of rules and laws in our daily lives and the basic structure of the U. S. government.
Essential Question/s	<p>Why are rules and laws necessary?</p> <p>How does the structure of our government support the formation of these laws?</p> <p>How can I define my role as a citizen of my classroom, my community and my country?</p>	Essential Question/s	<p>Why are rules and laws necessary?</p> <p>How does the structure of our government support the formation of these laws?</p> <p>How can I define my role as a citizen of my classroom, my community and my country?</p>
Topic/Content	<p>Determine the reasons for rules, laws and the U. S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.</p> <p>Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p>	Topic/Content	<p>Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U. S. flag, the bald eagle, the Statue of Liberty, the U. S. Constitution, the Declaration of Independence, the U. S. Capitol).</p> <p>Understand the three branches of government, with an emphasis on local government.</p>
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Continuity and Change: Students understand the role of rules and laws in our daily lives and the basic structure of the U. S. government.	Big Idea/Enduring Understanding	Continuity and Change: Students understand the role of rules and laws in our daily lives and the basic structure of the U. S. government.
Essential Question/s	<p>Why are rules and laws necessary?</p> <p>How does the structure of our government support the formation of these laws?</p> <p>How can I define my role as a citizen of my classroom, my community and my country?</p>	Essential Question/s	<p>How can I define my role as a citizen of my classroom, my community and my country?</p> <p>How can I look toward American heroes as guidance to my own life?</p>
Topic/Content	Describe the ways in which California, the other	Topic/Content	Describe the lives of American heroes who took risks to

Grade 3 – Social Studies Scope and Sequence (Year at a Glance)			
	states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.		secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King , Jr.).
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Continuity and Change: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	Big Idea/Enduring Understanding	Continuity and Change: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
Essential Question/s	How is the economy of the local region dependent on resources, consumers and producers?	Essential Question/s	How is the economy of the local region dependent on resources, consumers and producers?
Topic/Content	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	Topic/Content	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. Discuss the relationship of students’ “work” in school and their person human capital.

Table 27. Grade 4 – Social Studies Scope and Sequence (Year at a Glance)

Grade 4 – Social Studies Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	California: A Changing State: Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.	Big Idea/Enduring Understanding	California: A Changing State: Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
Essential Question/s	How can I use map skills to determine the physical and geographic features that define places and regions in California?	Essential Question/s	How can I use map skills to determine the physical and geographic features that define places and regions in California?
Topic/Content	Explain and use the coordinate grid system of latitude and longitude to determine the absolute	Topic/Content	Identify the state capital and describe the various regions of California, including how their characteristics and

Grade 4 – Social Studies Scope and Sequence (Year at a Glance)

	locations of places in California and on Earth. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.		physical environments (e.g., water, landforms, vegetation, climate) affect human activity. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	California: A Changing State: Students describe the social, political, cultural, and economic life and interactions among people of California from the pre—Columbian societies to the Spanish mission and Mexican rancho periods.	Big Idea/Enduring Understanding	California: A Changing State: Students describe the social, political, cultural, and economic life and interactions among people of California from the pre—Columbian societies to the Spanish mission and Mexican rancho periods.
Essential Question/s	How do I describe the interactions among the people of California from pre-Columbian societies to the Spanish mission and Mexican ranch periods using social, political, cultural, and economic lenses?	Essential Question/s	How do I describe the interactions among the people of California from pre-Columbian societies to the Spanish mission and Mexican ranch periods using social, political, cultural, and economic lenses?
Topic/Content	Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts ocean currents, and wind patterns. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e. g., Juan Crespi, Junipero Serra, Gaspar	Topic/Content	Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America. Describe the daily lives of the people, native and nonnative, who occupied the presidios, mission, ranchos, and pueblos. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. Describe the effects of the Mexican War for Independent on Alta California, including its effects on the territorial boundaries of North America. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the

Grade 4 – Social Studies Scope and Sequence (Year at a Glance)

	de Portola).		missions, and the rise of the rancho economy.
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	California: A Changing State: Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.	Big Idea/Enduring Understanding	California: A Changing State: Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
Essential Question/s	How do I describe the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and the granting of statehood using social, political, cultural, and economic lenses?	Essential Question/s	How do I describe the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and the granting of statehood using social, political, cultural, and economic lenses?
Topic/Content	Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort. Compare how and why people traveled to California and the routes they traveled (e. g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).	Topic/Content	Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e. g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp). Study the lives of women who helped build early California (e.g., Biddy Mason). Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	California: A Changing State: Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.	Big Idea/Enduring Understanding	California: A Changing State: Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
Essential Question/s	How did California become an agricultural and industrial power?	Essential Question/s	How did California become an agricultural and industrial power?
Topic/Content	Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction.	Topic/Content	Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

Grade 4 – Social Studies Scope and Sequence (Year at a Glance)

	Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.		Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	California: A Changing State: Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.	Big Idea/Enduring Understanding	California: A Changing State: Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
Essential Question/s	How did California become an agricultural and industrial power?	Essential Question/s	How did California become an agricultural and industrial power?
Topic/Content	Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California. Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.	Topic/Content	Trace the evolution of California’s water system into a network of dams, aqueducts, and reservoirs. Describe the history and development of California’s public education system including universities and community colleges. Analyze the impact of twentieth-century Californians on the nation’s artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Mayer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	California: A Changing State: Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U. S. Constitution.	Big Idea/Enduring Understanding	California: A Changing State: Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U. S. Constitution.
Essential Question/s	What are the structures, functions, and powers of local, state, and the federal governments as described in the U. S. Constitution?	Essential Question/s	What are the structures, functions, and powers of local, state, and the federal governments as described in the U. S. Constitution?
Topic/Content	Discuss what the U. S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U. S.	Topic/Content	Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on

Grade 4 – Social Studies Scope and Sequence (Year at a Glance)			
	government and describes the shared powers of federal, state, and local governments). Understand the purpose of the California Constitution, its key principles, and its relationship to the U. S. Constitution.		government powers, use of the military) among federal, state, and local governments. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials. Describe the components of California’s governance structure (e.g., cities and towns, Indian Rancherias and reservations, counties, school districts).

Table 28. Grade 5 – Social Studies Scope and Sequence (Year at a Glance)

Grade 5 – Social Studies Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.	Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students trace the routes of early explorers and describe the early explorations of the Americas.
Essential Question/s	How were the major pre-Columbian settlements established and defined?	Essential Question/s	Why did Europeans choose to explore and colonize the world and how did they accomplish this?
Topic/Content	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. Describe their varied customs and folklore traditions. Explain their varied economies and systems of government.	Topic/Content	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vasquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder). Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).

Grade 5 – Social Studies Scope and Sequence (Year at a Glance)

			Trace the routes of the major land explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. Locate on maps of North and South America land claimed by Spain, France, Portugal, the Netherlands, Sweden, and Russia.
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.	Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
Essential Question/s	What were the issues surrounding the conflicts between the American Indians and the Indian nations and the new settlers and how were these conflicts resolved?	Essential Question/s	What were the issues surrounding the conflicts between the American Indians and the Indian nations and the new settlers and how were these conflicts resolved?
Topic/Content	Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).	Topic/Content	Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears). Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]). Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
Essential	What were the political, religious, social, and	Essential	What were the political, religious, social, and economic

Grade 5 – Social Studies Scope and Sequence (Year at a Glance)

Question/s	economic institutions that evolved in the colonial era and how did they impact that era?	Question/s	institutions that evolved in the colonial era and how did they impact that era?
Topic/Content	<p>Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).</p> <p>Describe the religious aspects of the earliest colonies (e.g. Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).</p> <p>Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.</p>	Topic/Content	<p>Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French Colonial systems. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.</p>
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students understand the course and consequences of the American Revolution.	Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students understand the course and consequences of the American Revolution.
Essential Question/s	How did the political, religious, and economic climate of the time influence the causes for the American Revolution?	Essential Question/s	How did the political, religious, and economic climate of the time influence the causes for the American Revolution?
Topic/Content	Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea,	Topic/Content	Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those

Grade 5 – Social Studies Scope and Sequence (Year at a Glance)

	Coercive Acts). Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.		concepts, and its role in severing ties with Great Britain. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students describe the people and events associated with the development of the U. S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.	Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students trace the colonization, immigration, and settlement patters of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
Essential Question/s	Why is the U. S. Constitution significant as a foundation of the American republic?	Essential Question/s	Why is the U. S. Constitution significant as a foundation of the American republic?
Topic/Content	List the shortcomings of the Articles of Confederation as set forth by their critics. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.	Topic/Content	Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution. Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students trace the colonization, immigration, and settlement patters of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.	Big Idea/Enduring Understanding	United States History and Geography: Making a New Nation, to 1850: Students trace the colonization, immigration, and settlement patters of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems. Students know the location of the current 50 states and the names of their capitals.
Essential	How did economic incentives, physical and	Essential	How did economic incentives, physical and political

Grade 5 – Social Studies Scope and Sequence (Year at a Glance)			
Question/s	political geography and transportation systems impact colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s?	Question/s	geography and transportation systems impact colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s?
Topic/Content	Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats). Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).	Topic/Content	Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers vegetation, and climate; life in the territories at the end of these trails). Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War. Name and locate the current 50 states and their capitals.

Table 29. Grade 6 – Social Studies Scope and Sequence (Year at a Glance)

Grade 6 – Social Studies Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.	Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
Essential Question/s	How did humans adapt to a variety of environments?	Essential Question/s	How did the development of agricultural techniques impact the early civilizations? How religion and the social and political order related and what were their impact on these early civilizations?
Topic/Content	Describe the hunter-gatherer societies, including the development of tools and the use of fire.	Topic/Content	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement

Grade 6 – Social Studies Scope and Sequence (Year at a Glance)

	Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.		and early civilizations. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. Know the significance of Hammurabi's Code.
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
Essential Question/s	How did the development of agricultural techniques impact the early civilizations? How religion and the social and political order related and what are their impact on these early civilizations?	Essential Question/s	What are the geographic, political, economic, religious, and social structures of the Ancient Hebrews?
Topic/Content	Discuss the main features of Egyptian art and architecture. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. Understand the significance of Queen Hatshepsut and Ramses the Great. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt. Trace the evolution of language and its written forms.	Topic/Content	Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.

Grade 6 – Social Studies Scope and Sequence (Year at a Glance)

			Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second temple in A.D. 70.
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
Essential Question/s	What are the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece?	Essential Question/s	What are the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece?
Topic/Content	Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles' Funeral Oration</i>).	Topic/Content	State the key differences between Athenian, or direct, democracy and representative democracy. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop's Fables</i> . Outline the founding, expansion, and political organization of the Persian Empire.
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
Essential Question/s	What are the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece?	Essential Question/s	What are the geographic, political, economic, religious, and social structures of the early civilizations of India?
Topic/Content	Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.	Topic/Content	Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. Discuss the significance of the Aryan invasions.

Grade 6 – Social Studies Scope and Sequence (Year at a Glance)

	Trace the rise of Alexander the Great and the spread of Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).		Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. Outline the social structure of the caste system. Know the life and moral teachings of the Buddha and how Buddhism spread in India, Ceylon, and Central Asia. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i> ; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
Essential Question/s	What are the geographic, political, economic, religious, and social structures of the early civilizations of China?	Essential Question/s	What are the geographic, political, economic, religious, and social structures of the early civilizations of China?
Topic/Content	Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.	Topic/Content	List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. Describe the diffusion of Buddhism northward to China during the Han Dynasty.
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	World History and Geography: Ancient Civilizations: Students analyze the geographic,	Big Idea/Enduring	World History and Geography: Ancient Civilizations: Students analyze the geographic, political, economic,

Grade 6 – Social Studies Scope and Sequence (Year at a Glance)			
	political, economic, religious, and social structures of the early civilizations of Rome.	Understanding	religious, and social structures of the early civilizations of Rome.
Essential Question/s	What are the geographic, political, economic, religious, and social structures that supported the development of Rome?	Essential Question/s	What are the geographic, political, economic, religious, and social structures that supported the development of Rome?
Topic/Content	<p>Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.</p> <p>Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).</p> <p>Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire, including how the empire fostered economic growth through the use of currency and trade routes.</p>	Topic/Content	<p>Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.</p> <p>Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.</p> <p>Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).</p> <p>Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.</p> <p>Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.</p>

Subject Area: Science

Table 30. Kindergarten - Science Scope and Sequence (Year at a Glance)

Kindergarten - Science Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	All About Me- What Makes Human Special? Season	Big Idea/Enduring Understanding	Sorting and Describing Objects
Essential Question/s	How do we use our senses to gather information? What are the functions of the eyes, nose, ears,	Essential Question/s	In what ways can we describe objects? In what ways can we sort objects?

Kindergarten - Science Scope and Sequence (Year at a Glance)			
	tongue, and skin? What do we notice about fall?		
Topic/Content	Five Senses and Body Parts for Senses Fall	Topic/Content	Properties of Matter
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Sorting and Describing Objects	Big Idea/Enduring Understanding	Moving Objects Season
Essential Question/s	How do similar objects of different materials differ from each other? How can we change the shape of materials?	Essential Question/s	How does a push or a pull change the way an object moves? In what ways do objects move? What do we notice about winter?
Topic/Content	Changes in Matter	Topic/Content	Motion of Objects Winter
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Forces and Changes in Motion	Big Idea/Enduring Understanding	Forces and Changes in Motion
Essential Question/s	How are sounds produced?	Essential Question/s	How does gravity affect objects?
Topic/Content	Forms of Energy: Sound	Topic/Content	Gravity
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Earth in Space and Time	Big Idea/Enduring Understanding	Earth in Space and Time
Essential Question/s	How does the day-and-night pattern affect our lives?	Essential Question/s	What things are seen in the day sky? What things are seen in the night sky?
Topic/Content	Day and Night	Topic/Content	Day and Night
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Earth in Space and Time Season	Big Idea/Enduring Understanding	Organization and Development of Living Organisms
Essential Question/s	How do objects look as seen from the Earth? What do we notice about spring?	Essential Question/s	How are plants and animals alike and different?

Kindergarten - Science Scope and Sequence (Year at a Glance)			
Topic/Content	Observing Objects in the Sky Spring	Topic/Content	Living and Nonliving
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Organization and Development of Living Organisms	Big Idea/Enduring Understanding	Organization and Development of Living Organisms Season
Essential Question/s	How are plants and animals alike and different?	Essential Question/s	How are plants and animals alike and different? What do we notice about summer?
Topic/Content	Observing and Describing Plants and Animals	Topic/Content	Observing and Describing Plants and Animals Summer

Table 31. Grade 1 - Science Scope and Sequence (Year at a Glance)

Grade 1 - Science Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Practice of Science Properties of Matter	Big Idea/Enduring Understanding	Forces and Changes in Motion, Earth in Space and Time
Essential Question/s	How do we learn about our world? How can objects be described and sorted?	Essential Question/s	What makes objects move?
Topic/Content	Introduction to Science, Sort by Properties	Topic/Content	Pushes and Pulls, Gravity
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Motion of Objects	Big Idea/Enduring Understanding	Earth in Space and Time
Essential Question/s	What are different ways that objects move?	Essential Question/s	What do we know about stars?
Topic/Content	How Things Move	Topic/Content	Stars and the Sun
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Earth in Space and Time	Big Idea/Enduring Understanding	Earth Structures
Essential Question/s	What do we find on Earth's surface?	Essential Question/s	How do living things use and change the air, land, and water on Earth?
Topic/Content	Rock and Soil, Earth Changes	Topic/Content	Rock and Soil, Earth Changes

Grade 1 - Science Scope and Sequence (Year at a Glance)			
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Organization and Development of Living Organisms	Big Idea/Enduring Understanding	Organization and Development of Living Organisms
Essential Question/s	How are living and nonliving things different?	Essential Question/s	How are living and nonliving things different?
Topic/Content	Living and Nonliving Things	Topic/Content	Living and Nonliving Things
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Organization and Development of Living Organisms	Big Idea/Enduring Understanding	Organization and Development of Living Organisms
Essential Question/s	What do plants and animals need to survive?	Essential Question/s	Why is each part of a plant important?
Topic/Content	Interdependence	Topic/Content	Parts of a Plant
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Organization and Development of Living Organisms	Big Idea/Enduring Understanding	Organization and Development of Living Organisms
Essential Question/s	How do living things grow and change?	Essential Question/s	How do living things grow and change?
Topic/Content	Heredity and Reproduction	Topic/Content	Heredity and Reproduction

Table 32. Grade 2 – Science Scope and Sequence (Year at a Glance)

Grade 2 – Science Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Physical Sciences - Forces and Motion/Balance and Motion-Properties of materials can be observed, measured, and predicted.	Big Idea/Enduring Understanding	Physical Sciences - Forces and Motion/Balance and Motion-Properties of materials can be observed, measured, and predicted.
Essential Question/s	What causes objects to move?	Essential Question/s	What causes objects to move?
Topic/Content	Observe and describe the position of an object relative to another object (over, under, on top of, next to).	Topic/Content	Explore concepts of balance, counterweight, and stability. Observe systems that are unstable and modify them to reach equilibrium.
Bundle 3		Bundle 4	

Grade 2 – Science Scope and Sequence (Year at a Glance)

Big Idea/Enduring Understanding	Physical Sciences - Forces and Motion/Balance and Motion-Properties of materials can be observed, measured, and predicted.	Big Idea/Enduring Understanding	Physical Sciences - Forces and Motion/Balance and Motion-Properties of materials can be observed, measured, and predicted.
Essential Question/s	What causes objects to move?	Essential Question/s	What causes objects to move?
Topic/Content	<p>Identify a force as push or pull Demonstrate how the position or direction of an object can be changed by pushing or pulling (forces and motion).</p> <ul style="list-style-type: none"> Change the direction of objects by pushing and pulling using blocks, ramps, cars, and balls. Inclined plane 	Topic/Content	<p>Identify gravity as a force that pulls objects down</p> <ul style="list-style-type: none"> The balance scale Balance and the center of gravity <p>Observe and describe how the force of gravity can affect objects through air, liquids, and solids Acquire the vocabulary associated with balance and motion</p>
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Earth Sciences – Earth is made of materials that have distinct properties and provide resources for human activities.	Big Idea/Enduring Understanding	Earth Sciences – Earth is made of materials that have distinct properties and provide resources for human activities.
Essential Question/s	What materials make up the earth?	Essential Question/s	What materials make up the earth?
Topic/Content	<p>Observe and describe the basic properties and components of soil:</p> <ul style="list-style-type: none"> Living components Nonliving components 	Topic/Content	<p>Investigate different types of soil according to:</p> <ul style="list-style-type: none"> Color Texture Materials Capacity to retain water
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Earth Sciences – Earth is made of materials that have distinct properties and provide resources for human activities.	Big Idea/Enduring Understanding	Earth Sciences – Earth is made of materials that have distinct properties and provide resources for human activities.
Essential Question/s	What materials make up the earth?	Essential Question/s	What materials make up the earth?
Topic/Content	Explore how erosion and deposition are the result of interactions between air, wind, water, and land.	Topic/Content	<p>Observe and describe the physical properties of rocks (size, shape, color, presence of fossils). Make clear that nonliving things can be human-created or naturally occurring. Acquire vocabulary associated with properties of air, land,</p>

Grade 2 – Science Scope and Sequence (Year at a Glance)

			and water.
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Life Sciences – Plant and Animal Diversity- Different types of plants and animals inhabit the earth. Plants and animals have predictable life cycles.	Big Idea/Enduring Understanding	Life Sciences – Plant and Animal Diversity-Different types of plants and animals inhabit the earth. Plants and animals have predictable life cycles.
Essential Question/s	How are plants alike and different?	Essential Question/s	How are plants alike and different?
Topic/Content	Identify and compare the physical structures of a variety of plant parts (seeds, leaves, stems, flowers, roots). Observe and describe how plants grow and change in predictable ways: <ul style="list-style-type: none"> Plants closely resemble their parents and other individuals of their species Some traits of living things have been inherited (e.g. color of flower) 	Topic/Content	Observe plant life cycles and life spans. Observe that plants reproduce from: <ul style="list-style-type: none"> Seeds, bulbs, and cuttings Describe the basic needs of plants: <ul style="list-style-type: none"> Light, air, water, soil (nutrients) Describe the basic life functions of plants: <ul style="list-style-type: none"> Grow Take in nutrients Reproduce Observe that plants respond to changes in their environment.
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Life Sciences – Plant and Animal Diversity- Different types of plants and animals inhabit the earth. Plants and animals have predictable life cycles.	Big Idea/Enduring Understanding	Life Sciences – Plant and Animal Diversity-Different types of plants and animals inhabit the earth. Plants and animals have predictable life cycles.
Essential Question/s	How are animals alike and different?	Essential Question/s	How are animals alike and different?
Topic/Content	Experience some of the great diversity of forms in the animal kingdom Study the life sequences that different types of insects exhibit (simple and complete metamorphosis) Observe the similarities and differences in larvae, pupae, and adults of insects that go through complete metamorphosis. Observe the behaviors of insects at different	Topic/Content	Organisms reproduce offspring of their own kind and that the offspring of their own kind and the offspring resemble their parents and one another. Observe that there is variation among individuals of one kind within a population.

Grade 2 – Science Scope and Sequence (Year at a Glance)			
	stages of their life cycle.		

Table 33. Grade 3 - Science Scope and Sequence (Year at a Glance)

Grade 3 - Science Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	<p>Life Science:</p> <ul style="list-style-type: none"> The characteristics of organisms Life cycles of organisms Organisms and environments Characteristics and changes in populations Personal health <p>Living things are both similar and different from each other and from nonliving things.</p>	Big Idea/Enduring Understanding	<p>Life Science:</p> <ul style="list-style-type: none"> The characteristics of organisms Life cycles of organisms Organisms and environments Characteristics and changes in populations Personal health <p>Individual species and organisms change over time. Plants and animals depend on each other and their physical environment.</p>
Essential Question/s	<p>How do organisms use their structure to grow, survive, and reproduce? (Plant life cycle)</p> <p>How can examining cause and effect help us understand relationships between organisms, places, ideas, and events to make sense of our world?</p>	Essential Question/s	<p>What are cells?</p> <p>Why does an organism look as it does?</p> <p>How do plants respond to their environment?</p> <p>What does an animal need to survive?</p> <p>How do plants and animals respond to their environment?</p>
Topic/Content	<p>Plants and How They Grow</p> <p>Where Plants and Animals Live</p>	Topic/Content	<p>How Animals Live</p> <p>Plants and Animals Living Together</p>
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	<p>Life Science:</p> <ul style="list-style-type: none"> The characteristics of organisms Life cycles of organisms Organisms and environments Characteristics and changes in populations Personal health <p>The continuity of life is sustained through reproduction and development.</p>	Big Idea/Enduring Understanding	<p>Earth Science:</p> <ul style="list-style-type: none"> Properties of earth materials Types of resources Changes in environments Abilities to distinguish between natural objects and objects made by humans

Grade 3 - Science Scope and Sequence (Year at a Glance)

	Organisms inherit genetic information in a variety of ways that result in continuity in structure and functions between parents and offspring.		
Essential Question/s	What is an ecosystem? What is a food chain? What is the role of a decomposer in an environment?	Essential Question/s	How is water recycled naturally? (water cycle) How do extreme natural events have positive and negative effects on living things? What is weather and what tools are used to measure weather?
Topic/Content	Ecosystems are the living and nonliving things in an environment Animals that eat plants for food may in turn become food for other animals Decomposers recycle nutrients and keep the environment clean by breaking down waste and returning it to the environment	Topic/Content	Water Weather
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> • Properties of earth materials • Types of resources • Changes in environments • Abilities to distinguish between natural objects and objects made by humans 	Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> • Properties of earth materials • Types of resources • Changes in environments • Abilities to distinguish between natural objects and objects made by humans
Essential Question/s	How is the Earth broken down and built up? How is soil formed? What are the physical properties of minerals? What are the three categories of rocks and how are these categories determined?	Essential Question/s	How do humans impact and depend on their environment?
Topic/Content	Rocks and Soil Changes on Earth	Topic/Content	Natural Resources
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> • Properties of objects and materials • Position and motion of objects 	Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> • Properties of objects and materials • Position and motion of objects

Grade 3 - Science Scope and Sequence (Year at a Glance)

	<ul style="list-style-type: none"> Light, heat, electricity, and magnetism <p>Energy exists in many forms and when those forms change energy is conserved. Energy and matter interact through forces that result in changes in motion.</p>		<ul style="list-style-type: none"> Light, heat, electricity, and magnetism <p>Energy exists in many forms and when those forms change energy is conserved. Energy and matter interact through forces that result in changes in motion.</p>
Essential Question/s	<p>What is matter? How does a physical change differ from a chemical change?</p>	Essential Question/s	<p>How are mixtures and solutions different? What are the basic forms of energy? What is work? What are simple machines? How are electro magnets can be made? How can energy be transferred from one form to another?</p>
Topic/Content	<p>Properties of objects and materials Position and motion of objects Light, heat, electricity, and magnetism</p>	Topic/Content	<p>Forces and Motion Energy</p>
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	<p>Physical Science:</p> <ul style="list-style-type: none"> Properties of objects and materials Position and motion of objects Light, heat, electricity, and magnetism <p>Energy exists in many forms and when those forms change energy is conserved. Energy and matter interact through forces that result in changes in motion.</p>	Big Idea/Enduring Understanding	<p>Space and Technology:</p> <ul style="list-style-type: none"> Objects in the sky Changes in the Earth and sky Science and technology in local challenges Abilities of technological design Understanding about science and technology
Essential Question/s	<p>How does sound travel?</p>	Essential Question/s	<p>How does earth's rotation cause day and night? What causes Earth to have seasons? How do the moon and Earth interact? What other bodies exist in our solar system? How do the inner and outer planets differ from one another? What effect does the force of gravity have?</p>
Topic/Content	<p>Matter and its Properties Changes in matter Sound</p>	Topic/Content	<p>Patterns in the Sky The Solar System</p>
Bundle 11		Bundle 12	

Grade 3 - Science Scope and Sequence (Year at a Glance)			
Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> • Objects in the sky • Changes in the Earth and sky • Science and technology in local challenges • Abilities of technological design • Understanding about science and technology 	Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> • Objects in the sky • Changes in the Earth and sky • Science and technology in local challenges • Abilities of technological design • Understanding about science and technology
Essential Question/s	What are the steps of the design engineering process?	Essential Question/s	What are the relevant design features used in the construction of prototypes and models?
Topic/Content	Science in Our Lives	Topic/Content	Science in Our Lives

Table 33. Grade 4 - Science Scope and Sequence (Year at a Glance)

Grade 4 - Science Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Life Science: <ul style="list-style-type: none"> • The characteristics of organisms • Life cycles of organisms • Organisms and environments • Characteristics and changes in populations • Personal health 	Big Idea/Enduring Understanding	Life Science: <ul style="list-style-type: none"> • The characteristics of organisms • Life cycles of organisms • Organisms and environments • Characteristics and changes in populations • Personal health
Essential Question/s	What are the parts of an ecosystem? How do energy and matter flow through ecosystems? How are animals classified? How do animals adapt? What is the lifecycle of animals?	Essential Question/s	How do we differentiate between observed characteristics of plants and animals that are fully inherited and characteristics that are affected by the climate of environment? How is energy derived from the sun used by plants? (photosynthesis) What are the major stages that characterize the life cycle of an egg and chick? (frog, etc.)
Topic/Content	Classifying plants and animals Ecosystems	Topic/Content	Energy from plants
Bundle 3		Bundle 4	

Grade 4 - Science Scope and Sequence (Year at a Glance)

Big Idea/Enduring Understanding	Life Science: <ul style="list-style-type: none"> The characteristics of organisms Life cycles of organisms Organisms and environments Characteristics and changes in populations Personal health 	Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> Properties of earth materials Types of resources Changes in environments Abilities to distinguish between natural objects and objects made by humans
Essential Question/s	How have changes in the environment affected plants and animals?	Essential Question/s	How do we differentiate between sedimentary, igneous and metamorphic rocks? How do we identify the properties of minerals and how do we test for this?
Topic/Content	Changes in ecosystems Systems of the human body	Topic/Content	Water cycle and weather Hurricanes and Tornadoes Minerals and Rocks Using natural resources
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> Properties of earth materials Types of resources Changes in environments Abilities to distinguish between natural objects and objects made by humans	Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> Properties of earth materials Types of resources Changes in environments Abilities to distinguish between natural objects and objects made by humans
Essential Question/s	How does the Earth's surface wear away and change?	Essential Question/s	How is soil formed?
Topic/Content	Changes to Earth's surface	Topic/Content	Using natural resources
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> Properties of objects and materials Position and motion of objects Light, heat, electricity, and magnetism 	Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> Properties of objects and materials Position and motion of objects Light, heat, electricity, and magnetism
Essential Question/s	What are the basic forms of energy? How does electricity work and what does it produce?	Essential Question/s	How do we identify and classify objects and materials that conduct electricity and that are insulators of electricity?

Grade 4 - Science Scope and Sequence (Year at a Glance)

Topic/Content	Properties of matter Heat Sound and light	Topic/Content	Electricity and magnetism Simple machines
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> • Properties of objects and materials • Position and motion of objects • Light, heat, electricity, and magnetism 	Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> • Objects in the sky • Changes in the Earth and sky • Science and technology in local challenges • Abilities of technological design • Understanding about science and technology There are observable, predictable patterns of movement in the Earth, Moon, and Sun system that account for day and night and our seasons.
Essential Question/s	How do magnets function? (attract/repel/poles)	Essential Question/s t	What causes the observable, predictable patterns of movement in the Sun, Earth, and Moon system that account for day/night?
Topic/Content	Objects in motion	Topic/Content	Earth's cycles
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> • Objects in the sky • Changes in the Earth and sky • Science and technology in local challenges • Abilities of technological design • Understanding about science and technology Most objects in the Solar System orbit the Sun.	Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> • Objects in the sky • Changes in the Earth and sky • Science and technology in local challenges • Abilities of technological design • Understanding about science and technology Technology expands our knowledge of the Earth, Moon, and Sun System?
Essential Question/s	What is Earth's place in the solar system?	Essential Question/s	How has technology expanded our knowledge of the Earth, Moon, and Sun system?
Topic/Content	Inner and outer planets	Topic/Content	Effects of technology

Table 34. Grade 5 - Science Scope and Sequence (Year at a Glance)

Grade 5 - Science Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Life Science: <ul style="list-style-type: none"> • Structure and function in living systems • Reproduction and heredity • Regulation and behavior • Populations and ecosystems • Diversity and adaptations of organisms • Personal health 	Big Idea/Enduring Understanding	Life Science: <ul style="list-style-type: none"> • Structure and function in living systems • Reproduction and heredity • Regulation and behavior • Populations and ecosystems • Diversity and adaptations of organisms • Personal health
Essential Question/s	How are organisms classified? How are traits passed on from one generation to another?	Essential Question/s	How does the survival of an organism depend on its adaptations? What do systems in living things do? How are systems in living things alike and different?
Topic/Content	Classifying Organisms Cells to Systems Plants Interactions in ecosystems Changes in ecosystems	Topic/Content	Human body systems
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Life Science: <ul style="list-style-type: none"> • Structure and function in living systems • Reproduction and heredity • Regulation and behavior • Populations and ecosystems • Diversity and adaptations of organisms • Personal health 	Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> • Structure of the Earth system • Earth's history • Natural hazards • Risks and benefits
Essential Question/s	What effect does environment have on humans? What is soil and what is its relationship to plant growth? What is the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death? How can we develop habits that will keep us	Essential Question/s	What is weather and how does it occur? How are parts of Earth (land, air and water) related? How does weathering and erosion change the surface of the earth?

Grade 5 - Science Scope and Sequence (Year at a Glance)

	healthy?		
Topic/Content	Plants Interactions in ecosystems Changes in ecosystems	Topic/Content	Water Cycle Water on Earth Weather Patterns Protecting Earth's Resources
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> • Structure of the Earth system • Earth's history • Natural hazards • Risks and benefits 	Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> • Structure of the Earth system • Earth's history • Natural hazards • Risks and benefits
Essential Question/s	What is the relationship between time and geological change? What is the relationship between tectonic plates, volcanoes and earthquakes?	Essential Question/s	What are natural disasters and how can we improve our readiness for a natural disaster?
Topic/Content	Earth's Changing Surface	Topic/Content	Natural hazards Risks and benefits
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> • Properties and changes of properties in matter • Motions and forces • Transfer of energy 	Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> • Properties and changes of properties in matter • Motions and forces • Transfer of energy
Essential Question/s	What is matter and how can physical properties be used to identify matter? How does matter change from one state to another? How can you tell if a change in matter created a new substance? What evidence supports the idea that matter is neither created nor destroyed?	Essential Question/s	How and why do objects move? What are the patterns of movement that affect our world?
Topic/Content	Matter and its Properties Changes in Matter Compounds, mixtures, solutions	Topic/Content	Forces in Motion Forms of energy Work

Grade 5 - Science Scope and Sequence (Year at a Glance)

	Mass, weight, and volume States of matter		Simple Machines
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> • Properties and changes of properties in matter • Motions and forces • Transfer of energy 	Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> • Earth in the solar system • Abilities of technological design • Understandings about science and technology • Science and technology in society
Essential Question/s	What is energy and how is it transferred? What causes change in our physical world?	Essential Question/s	What are the observable properties and structure of our Universe?
Topic/Content	Changing Forms of Energy Sound, light Water cycle Weather Systems	Topic/Content	Stars and Galaxies Solar System
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> • Earth in the solar system • Abilities of technological design • Understandings about science and technology • Science and technology in society 	Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> • Earth in the solar system • Abilities of technological design • Understandings about science and technology • Science and technology in society
Essential Question/s	How can patterns be used to describe the universe?	Essential Question/s	How does science impact our lives?
Topic/Content	Earth in Space Gravitational forces	Topic/Content	Technology in our Lives

Table 35. Grade 6 - Science Scope and Sequence (Year at a Glance)

Grade 6 - Science Scope and Sequence (Year at a Glance)			
Bundle 1		Bundle 2	
Big Idea/Enduring Understanding	Life Science: <ul style="list-style-type: none"> • Structure and function in living systems • Reproduction and heredity • Regulation and behavior • Populations and ecosystems • Diversity and adaptations of organisms • Personal health 	Big Idea/Enduring Understanding	Life Science: <ul style="list-style-type: none"> • Structure and function in living systems • Reproduction and heredity • Regulation and behavior • Populations and ecosystems • Diversity and adaptations of organisms • Personal health
Essential Question/s	How are organisms alike and different? What do systems in living things do? (digestive, respiratory, excretory, circulatory) What is the order of complexity of cells, organs, tissues, systems and whole organisms? What are the major differences between plant and animal cells? How are traits passed on from one generation to another?	Essential Question/s	How are the producers, consumers, scavengers, and decomposers in a food chain or food web interconnected? How are materials and energy transferred between organisms in an ecosystem? Can I identify the biotic and abiotic factors in the major biomes? What types of environmental conditions occur in the major biomes and how do the organisms depend on one another?
Topic/Content	Classification Cells Reproduction Body Systems Plants	Topic/Content	Plants Biomes Ecosystems
Bundle 3		Bundle 4	
Big Idea/Enduring Understanding	Life Science: <ul style="list-style-type: none"> • Structure and function in living systems • Reproduction and heredity • Regulation and behavior • Populations and ecosystems • Diversity and adaptations of organisms • Personal health 	Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> • Structure of the Earth system • Earth's history • Natural hazards • Risks and benefits
Essential Question/s	What are the strategies I can use to improve and maintain my personal and family health?	Essential Question/s	What is the relationship between time and geological change?

Grade 6 - Science Scope and Sequence (Year at a Glance)

Topic/Content	Reproduction Body Systems Ecosystems	Topic/Content	Reshaping Earth's surface Earth's resources
Bundle 5		Bundle 6	
Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> • Structure of the Earth system • Earth's history • Natural hazards • Risks and benefits 	Big Idea/Enduring Understanding	Earth Science: <ul style="list-style-type: none"> • Structure of the Earth system • Earth's history • Natural hazards • Risks and benefits
Essential Question/s	How would the surface of the earth look different if weathering, uplift, and erosion didn't exist? What is the relationship between tectonic plates, volcanoes and earthquakes?	Essential Question/s	How can I use meteorological data to make predictions about the weather?
Topic/Content	Plate tectonics Rocks and minerals Reshaping Earth's surface Earth's resources Climate and weather	Topic/Content	Plate tectonics Rocks and minerals Reshaping Earth's surface Earth's resources Climate and weather
Bundle 7		Bundle 8	
Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> • Properties and changes of properties in matter • Motions and forces • Transfer of energy 	Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> • Properties and changes of properties in matter • Motions and forces • Transfer of energy
Essential Question/s	How do I identify the different forms of matter? How does matter change from one state to another? What evidence supports the idea that matter is neither created nor destroyed?	Essential Question/s	What is the difference between gravitational, elastic, and chemical potential energy? What is the relationship between potential and kinetic energy?
Topic/Content	Matter Building blocks of matter Forces and motion Machines	Topic/Content	Matter Building blocks of matter Forces and motion Machines

Grade 6 - Science Scope and Sequence (Year at a Glance)

	Changing energy forms Thermal and light energy		Changing energy forms Thermal and light energy
Bundle 9		Bundle 10	
Big Idea/Enduring Understanding	Physical Science: <ul style="list-style-type: none"> Properties and changes of properties in matter Motions and forces Transfer of energy 	Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> Earth in the solar system
Essential Question/s	How do I distinguish between the different types of energy transformations? What is the Law of Conservation of Energy? How are the Sun's energy and wind connected? How does electricity pass through a simple circuit to produce heat, light, and sound?	Essential Question/s	What are the major components of the universe? How does the distance of objects in space from Earth affect how they appear? How is the movement of the Earth, sun, and moon related to days, lunar cycles, and years?
Topic/Content	Matter Building blocks of matter Forces and motion Machines Changing energy forms Thermal and light energy	Topic/Content	Earth, Sun, and Moon The Universe Impacts of Technology
Bundle 11		Bundle 12	
Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> Earth in the solar system 	Big Idea/Enduring Understanding	Space and Technology: <ul style="list-style-type: none"> Abilities of technological design Understandings about science and technology Science and technology in society
Essential Question/s	Can I identify the different phases of the moon? What affect does the Earth and moon have on the ocean's tides? How do the positions of the Earth and sun cause the four seasons? What is the difference between a solar and lunar eclipse?	Essential Question/s	How does technology respond to social, political and economic needs? How do we know that the engineering design process involves an ongoing series of events? What are ways to compare the intended benefits with unintended consequences of new technology? How can I describe and explain adaptive and assistive bioengineered products? How can technology help us recognize and analyze change

Grade 6 - Science Scope and Sequence (Year at a Glance)			
			over time?
Topic/Content	Earth, Sun, and Moon The Universe Impacts of Technology	Topic/Content	Earth, Sun, and Moon The Universe Impacts of Technology

Subject Area: Modern Hebrew

Table 36. Kindergarten – Modern Hebrew Language Scope and Sequence (Year at a Glance)

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Novice-Mid	Novice-Mid	Novice-Low	Novice-Low
Content /Context	Students address discrete elements of daily life, predictable topics, including: <ul style="list-style-type: none"> a. Greetings and introductions b. Family and friends c. Pets d. Home and neighborhood e. Celebrations, holidays f. Calendar, seasons, and weather g. Leisure, hobbies and activities, songs, toys and games, sports h. Vacations and travel, maps, i. School, classroom, subjects, numbers, j. Important dates in the target culture k. Jobs, l. Food, meals, m. Clothes, colors n. Parts of the body, illness 			
Communication Tasks	Use formulaic language in a reactive manner, mostly by rote. List, name, identify, and	Comprehend words and phrases from short chunks of informal spoken language	Recognize print letters by shape, sound and name; Identify own name and a few common learned words and	Write own name in print

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Novice-Mid	Novice-Mid	Novice-Low	Novice-Low
	enumerate.		phrases in authentic texts.	
Text Type / Structures	Isolated words, lists, short phrases	Repetitive structures, phrases and short sentences	Isolated words,	

Table 37. Grade 1- Modern Hebrew Language Scope and Sequence (Year at a Glance)

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Novice-Mid/High	Novice-High	Novice-Mid	Novice-Mid
Content/Context	<p>Students address discrete elements of daily life, including:</p> <ul style="list-style-type: none"> a. Greetings and introductions b. Family and friends c. Pets d. Home and neighborhood e. Celebrations, holidays f. Calendar, seasons, and weather g. Leisure, hobbies and activities, songs, toys and games, sports h. Vacations and travel, maps, destinations, and geography i. School, classroom, schedules, subjects, numbers, time, directions j. Important dates in the target culture k. Jobs l. Food, meals, restaurants m. Shopping, clothes, colors, and sizes n. Parts of the body, illness 			
Communication Tasks	Use formulaic language in a reactive manner, mostly by rote	Demonstrate understanding of the general meaning, key ideas, and some details in	Decode all letter- vowel combinations in the Hebrew orthographic system.	Copy all alphabet letters in print. Write own name and additional letters in script.

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Novice-Mid/High	Novice-High	Novice-Mid	Novice-Mid
	List, name, identify, and enumerate. Students begin to create with the language and initiate, participate in, and close a conversation; ask and answer questions.	short authentic texts.	Comprehend short text with repetitive sentences.	
Text Type / Structures	Isolated words, lists, phrases; occasional sentences and strings of sentences)	Repetitive structures, phrases and short sentences	Isolated words, lists, phrases and short sentences	Isolated words, lists, phrases and occasional short sentences

Table 38. Grade 2- Modern Hebrew Language Scope and Sequence (Year at a Glance)

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Novice-High	Intermediate-Low	Novice-High	Novice-Mid/High
Content/Context	Students address discrete elements of daily life, and begin to address topics related to self and the immediate environment including: <ul style="list-style-type: none"> a. People in the community b. Home and neighborhood c. Celebrations, holidays d. Leisure, hobbies and activities, songs, toys and games, sports e. Vacations and travel, maps, destinations, and geography f. School, classroom, schedules, subjects, time, directions, routines g. Important dates in the target culture h. Jobs, professions i. Food, meals, restaurants 			

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Novice-High	Intermediate-Low	Novice-High	Novice-Mid/High
	j. Shopping, clothes, and sizes k. health			
Communication Tasks	While still using some formulaic language , students increasingly create with language , initiate, participate in, and close a conversation; ask and answer questions. Present to an audience of listeners	Interpret spoken language and demonstrate understanding of the general meaning, key ideas, and some details in simple, routine authentic conversations.	Demonstrate understanding of the general meaning, key ideas, and some details in authentic written texts about concrete and factual topics.	Write all letters in script. Transfer from print to script. Produce and present a simple written product.
Text Type / Structures	Simple short sentences or strings of sentences, mostly in the present tense	Short sentences or strings of sentences	Short simple texts	Lists, occasional short simple sentences

Table 39. Grade 3 - Modern Hebrew Language Scope and Sequence (Year at a Glance)

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Intermediate-Low	Intermediate-Mid	Intermediate-Low	Novice-High
Content/Context	Students address topics related to daily routines in familiar and common situations, including: a. People in the community b. Home and neighborhood c. Celebrations, holidays d. Leisure, hobbies and activities, songs, toys and games, sports e. Vacations and travel, maps, destinations, and geography f. School, classroom, schedules, subjects, time, directions, routines g. Important dates in the target culture			

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Intermediate-Low	Intermediate-Mid	Intermediate-Low	Novice-High
	h. Jobs, professions i. Food, meals, restaurants j. Shopping, clothes, and sizes k. health			
Communication Tasks	Create with the language , initiate, participate in, and close a conversation; ask and answer questions. Handle simple communicative situations. Present to an audience of listeners	Interpret spoken language and demonstrate understanding of the general meaning, key ideas, and some details in simple, routine authentic conversations or presentational texts.	Demonstrate understanding of the general meaning, key ideas, and some details in authentic written texts	Produce and present a simple written product. Describe, ask and answer questions, express opinion/feelings in short personal narratives.
Text Type / Structures	Simple short sentences or strings of sentences, mostly in the present tense.	Short sentences or strings of sentences	Short simple texts	Lists, occasional short simple sentences

Table 40. Grade 4 - Modern Hebrew Language Scope and Sequence (Year at a Glance)

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Intermediate-Low/Mid	Intermediate-Mid	Intermediate-Low	Novice-High
Content/Context	Students address topics related to daily routines in familiar and common situations, including: <ul style="list-style-type: none"> a. People in the community b. Home and neighborhood c. Celebrations, holidays d. Leisure, hobbies and activities, songs, toys and games, sports 			

	e. Vacations and travel, maps, destinations, and geography f. School, classroom, schedules, subjects, time, directions, routines g. Important dates in the target culture h. Jobs, professions i. Food, meals, restaurants j. Shopping, clothes, and sizes k. health			
Communication Tasks	Create with language , initiate, participate in, and close a conversation; ask and answer questions. Present to an audience of listeners	Interpret spoken language and demonstrate understanding of the general meaning, key ideas, and some details in simple, routine authentic conversations or presentational texts.	Demonstrate understanding of the general meaning, key ideas, and some details in authentic written texts.	Produce and present a simple written product. Describe, ask and answer questions, express opinion/feelings in short personal narratives.
Text Type / Structures	Simple short sentences or strings of sentences, mostly in the present tense	Short sentences or strings of sentences	Short simple texts	Lists, occasional short simple sentences

Table 41. Grade 5 - Modern Hebrew Language Scope and Sequence (Year at a Glance)

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Intermediate-Mid	Intermediate-High	Intermediate-Mid	Intermediate-Low
Content/Context	Students address topics related to daily routines in familiar and common situations, including: <ul style="list-style-type: none"> a. People in the community b. Home and neighborhood c. Celebrations, holidays d. Leisure, hobbies and activities, songs, toys and games, sports e. Vacations and travel, maps, destinations, and geography f. School, classroom, schedules, subjects, time, directions, routines 			

	g. Important dates in the target culture h. Jobs, professions i. Food, meals, restaurants j. Shopping, clothes, and sizes k. health			
Communication Tasks	Create with language , initiate, participate in, and close a conversation; ask and answer questions. Present to an audience of listeners	Interpret spoken language and demonstrate understanding of the general meaning, key ideas, and some details in simple, routine authentic conversations or presentational texts.	Demonstrate understanding of the general meaning, key ideas, and some details in authentic written texts.	Produce and present a simple written product. Describe, ask and answer questions, express opinion/feelings in short personal narratives.
Text Type / Structures	Simple short sentences or strings of sentences, mostly in the present tense. Occasional use of past and future tenses, but with grammatical inaccuracies.	Paragraph-length speech chunks	Short simple texts, some paragraph-length texts and simple stories	Short simple sentences

Table 42. Grade 6 - Modern Hebrew Language Scope and Sequence (Year at a Glance)

Skill:	Speaking	Listening Comprehension	Reading	Writing
Level:	Intermediate-High	Advanced-Low	Intermediate-High	Intermediate-Mid
Content/Context	Students address topics related to daily routines in familiar and common situations, including: <ul style="list-style-type: none"> a. People in the community b. Home and neighborhood c. Celebrations, holidays d. Leisure, hobbies and activities, songs, toys and games, sports e. Vacations and travel, maps, destinations, and geography f. School, classroom, schedules, subjects, time, directions, routines 			

	g. Important dates in the target culture h. Jobs, professions i. Food, meals, restaurants j. Shopping, clothes, and sizes k. health			
Communication Tasks	Create with language, initiate and sustain a conversation; ask and answer questions. Describe in detail and narrate, with emerging use of past and future tenses, but lack control/accuracy. Can request clarification. Present to an audience of listeners	Interpret spoken language and demonstrate understanding of the general meaning, key ideas, and some details in , routine authentic conversations or presentational texts, dealing with familiar and some unfamiliar topics.	Demonstrate understanding of the general meaning, key ideas, and some details in authentic written texts about concrete and familiar topics.	Produce and present a simple written product. Describe, ask and answer questions, express opinion/feelings in short personal narratives
Text Type / Structures	Strings of sentences, mostly in the present tense, with emerging evidence of connected sentences	Paragraph-length speech chunks	Simple stories, paragraph-length texts	Short simple sentences

How the Curriculum Addresses California Content Standards

The Lashon Academy curriculum will be aligned with the Common Core State Standards and all teaching units will be based upon the California Curriculum Frameworks. The Common Core State Standards will be incorporated into the curriculum maps from which daily lessons are created. Lessons are developed to address students' strengths and weaknesses relative to the standards as identified on daily, periodic and annual assessments. In addition, Lashon Academy will purchase curriculum that is state approved for core subjects and will address the California Content Standards.

The Teachers College Reading and Writing Project has developed grade-specific curriculum for reading and writing workshop. This curriculum has been aligned to the Common Core State Standards. Lashon Academy will use this as a resource for developing curriculum and lesson plans. This lesson planning will address individualized and differentiated instruction, based on the standards and will provide **ALL** Lashon Academy students the opportunity to succeed and move towards becoming college and career ready.

How the Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population

Quality instruction lies at the heart of Lashon Academy's educational program; and it is the quality of this instruction that will ensure that Lashon Academy's purposeful curriculum will help *all* students achieve at high levels, including students with disabilities, ELs, at-risk students and gifted students. Both the workshop model and the Proficiency Approach will allow our school to provide our students with a strong academic foundation—as defined in part by their meeting or exceeding state performance standards—and a high degree of Hebrew language proficiency. Because both methodologies are grounded in ongoing student assessment, they allow teachers to individualize instruction to the needs of individual learners so that at all times, students' needs are being addressed.

As stated, Lashon Academy's workshop model of instruction is one that supports differentiated instruction in a classroom of heterogeneous children. The model requires that teachers are attuned to what ongoing student assessment is telling them about each child or their class as a whole, so that targeted intervention can take place in the guided portion and individual conferencing portions of the model or lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels. Planning is the key to support good instruction.

For instance in ELA, as described in the section on Core Subjects, Teaching Methodologies, Textbooks and Other Instructional Resources, the Fountas & Pinnell *Benchmark Assessment System* will be utilized as the ELA six-week assessment system. This running records assessment provides teachers with current diagnostic information

that informs their grouping and from which teachers will develop a new “POA” (Plan of Action) for each student which will drive the instructional program.

Teachers will be supported in their capacity to differentiate their lessons to address the needs of all learners, whether that is allowing the academically advanced student to engage in more complex applications of a particular unit of study or supporting language development of the EL student without sacrificing rigorous content in that same unit. Teachers will be expected to produce lesson plans that show evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class. The lesson plans are expected to also indicate how s/he will assess students’ attainment of the goals and objectives of the lessons.

The Proficiency Approach and the language integration model will allow us to achieve our goal of producing students with a high degree of Hebrew language proficiency through continued engagement in the Hebrew language throughout the day. Through an innovative scheduling structure, there will be two Hebrew instructors in the classroom for Hebrew and two credentialed teachers during ELA’s Readers Workshop, providing an intensive instructional focus on English language proficiency and Hebrew language proficiency. This further builds our capacity to meet the educational needs of our students.

Lashon Academy’s educational model taken as a whole—quality instruction informed by data, robust staffing, quality professional development and rigorous curriculum—will allow all of the school’s learners to excel academically.

Evidence (Research-Based) That the Proposed Instructional Program Has Been Successful With Similar Student Populations And/Or Will Be Successful With the Charter’s Targeted Population

As discussed in the section on Instructional Framework, the rationale for implementing the workshop model and the Proficiency Approach in an integrated environment is based on theory and grounded in research.

Lashon Academy will use the workshop model of instruction in all the core subjects. The workshop model is based on Howard Gardner’s work and his theory of multiple intelligences and Benjamin Bloom and his work around levels of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation. By changing the paradigm of teacher-centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, the workshop model allows students to engage more fully in higher order skills.

Because it facilitates differentiated and individualized instruction, the workshop model is highly effective in delivering instruction for all learners, including special populations like at-risk students, special education students, gifted students and ELs.

There is a vast amount of research evidence that records the stages all children go through in their early development of speech and language, and the process is remarkably

similar for any language.^{31 32} These three dimensions of language acquisition have significant implications for language learning in the workshop model in the early years of education:

- The production of language—listening, watching and sharing
- The understanding of language—sounds and meanings
- The function of language—first words (names and items-realía), experiences gained through repeated daily routines and experiences and interaction with others.³³

The workshop model, especially as utilized in reading and writing instruction, supports all learners, and particularly ELs, in all three dimensions listed above.

The incorporation of an intensive focus on a foreign language—in Lashon Academy's case, the study of Modern Hebrew—in the school's curriculum supports positive evidence-based learning and developmental outcomes in students engaged in foreign language study. There is ample research that points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate.

Lashon Academy will use best practices that are aligned with the American Council on the Teaching of Foreign Languages (ACTFL), which focus on development of four language skills--listening, speaking, reading and writing. The ACTFL Proficiency Guidelines provide educators with a scale they can use to assess student proficiency – what each student can and cannot do with the language - in all four domains constantly, and thus be able to differentiate their instructional plans to help meet each student's specific learning needs and gaps.

This assessment-based approach allows educators to address the reality of the classroom where students are at varying levels of language acquisition, from heritage speakers with strong oral proficiency but limited writing proficiency, to students who are stronger in reading and writing, but do not have much oral fluency to those with limited skills in all areas, and so on.

As previously discussed, ACTFL presents a large body of research that points to the educational and developmental benefits that flow to students who engage in second language instruction which will have positive impact particularly on our students who are engaging in foreign language study at the start of their formal schooling. (See: [HOW LEARNING BEST OCCURS](#)) Lashon Academy's commitment to language integration and the

³¹ Karmiloff, K. and Karmiloff-Smith, A. (2001). *Pathways to Language*. Harvard University Press. Cambridge, Mass.

³² Nelson, N. (1989). Curriculum-based language assessment and intervention. *Language, Speech, and Hearing Services in Schools*, 20(2), 170–184.

³³ (Marian R. Whitehead, *Language and Literacy in the Early Years*, 3rd edition, 2004, Sage Publications, LTD, London)

Proficiency Approach will enhance student achievement in core academic subjects. The advantages that foreign language programs provide to children are well known. For example, on the website of the American Council on the Teaching of Foreign Languages (ACTFL), [HTTP://WWW.ACTFL.ORG/](http://www.actfl.org/), appear the following evidence-based learning and development outcomes:

- **Language learning supports academic achievement:** Language learning correlates with higher academic achievement on standardized test measures. Language learning is beneficial in the development of students' reading abilities. There is evidence that language learners transfer skills from one language to another. There is also a correlation between second language learning and increased linguistic awareness, and between language learning and students' ability to hypothesize in science. There is also a correlation between young children's second language development and the development of print awareness. There is also a correlation between early language study and higher scores on the SAT and ACT Tests and higher academic performance at the college level.
- **Language learning provides cognitive benefits to students:** There is evidence that early language learning improves cognitive abilities and that bilingualism correlates with increased cognitive development and abilities. There is also a correlation between bilingualism and attentional control on cognitive tasks. There is a correlation between bilingualism and intelligence and between bilingualism and meta-linguistic skills, memory skills, problem solving ability and improved verbal and spatial abilities.

Lashon Academy's intentional combination of research-based methodologies ensures success with all of the students in the targeted Van Nuys community.

NCLB — Student Achievement and Credentialing

As currently required under NCLB, Lashon Academy will work with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Lashon Academy is committed to reducing the education gap for all students.

Lashon Academy will implement all provisions of NCLB that apply to charter schools, which currently include:

- using effective methods and instructional strategies that are based on scientific research to strengthen the core academic program;
- meeting our Adequate Yearly Progress goals;
- publicly reporting the school's academic progress;
- providing extended learning opportunities for students falling behind who need extra help;
- fostering teacher quality; and

- participation in all required assessments.

All Lashon Academy core subject teachers will meet NCLB requirements for “highly qualified” teachers who teach in core academic subject areas. The requirements currently in place that apply to both Title I and non-Title I public schools currently include the following:

- being fully certified or licensed by the state;
- holding at minimum a bachelor's degree from a four-year institution; and
- demonstrating competence in each core academic subject area in which the teacher teaches.

These federal regulations do not apply to non-core academic subject area teachers such as physical education.

If Lashon Academy becomes a Title I school, then all paraprofessionals whose duties include instructional support will meet NCLB criteria at the time of hire in order to demonstrate they are prepared to reinforce and augment teachers in the classroom. Currently NCLB requires that paraprofessionals for instructional support do the following:

- earned a high school diploma or the equivalent, **and**
- completed two years of college (48 units), **or**
- received an Associates’ degree (or higher); **or**
- passed a local assessment of knowledge and skills in assisting in instruction.

Individuals who are translators or who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, or whose duties consist solely of conducting parent involvement activities and similar positions currently do not have to meet these requirements.

For more information on credentialing, see [PROCEDURES FOR EVALUATING CREDENTIALS & MONITORING CHANGES & EXPIRATIONS](#), in Element 5, Employee Qualifications.

How the School Will Recruit Teachers Who Are Qualified to Deliver the Proposed Instructional Program

Lashon Academy’s philosophy is that the quality of the teaching staff determines the quality of education offered in the school. Teacher selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to the furtherance of Lashon Academy’s mission and educational goals. Attention will be paid to the candidate's academic record and to his/her previous relevant experience, among other factors.

Successful candidates for teaching positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population.

Lashon Academy's teachers will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the staff as required. In selecting and hiring teachers, Lashon Academy will comply with state laws regarding certification and with the requirements of the No Child Left Behind Act (or its successor laws, if applicable).

Critically important will be the selection of a talented, passionate, energetic and cohesive team of teachers. Among the most important attributes, skills and characteristics Lashon Academy will look for in a successful teacher candidate are the following:

- Understanding of and commitment to Lashon Academy's mission, goals, educational philosophy and activities;
- An unwavering belief that all children can achieve excellence;
- Fulfillment of all NCLB "highly qualified" requirements;
- Bachelor's Degree, or higher degree, in Education;
- Appropriate California State certifications;
- Bilingual (English/Spanish or English/Hebrew) helpful;
- Demonstrated and successful record of prior employment in educational environments;
- Knowledge of and experience with assessments and relevant technologies;
- Experience working with diverse populations of students, parents and families;
- Experience working with students at-risk of educational failure;
- Demonstrated success in working in a team-oriented environment;
- A "roll up your sleeves"-approach to work; and
- Commitment to continuous improvement and learning through professional development.

We recognize that what we are asking of teachers in terms of time and commitment is much greater than what would be required of them in traditional public schools. What we will be asking of potential teachers will be clearly communicated so that only those who have the passion and desire to transform students will apply.

The high quality candidates we attract and hire will be individuals who are attracted to our mission-driven school and our unique model of Hebrew language integration. They are individuals who believe that all students have a right to a high quality education. They are individuals who believe in accountability. We will be able to

retain our high quality teachers because we will support, respect, encourage and motivate them and will provide them with tremendous opportunities to build their capacities and grow in their professions. They will be drawn to the fact that we will give them a voice in our school, and they will have opportunities to shape our school. In addition, Lashon Academy will actively recruit and advertise to hire a diverse staff. Posting positions at local community centers, online (school website, EdJoin), present at educational job fairs and post at higher education institutions.

An innovative aspect of compensation at Lashon Academy will be the incorporation of performance-based incentives for instructional staff. The goal of performance-based incentives is to recognize the contributions of individual staff members to the instructional quality of the school.

As much as possible, performance-based incentives at Lashon Academy will acknowledge each individual's contribution within the scope of their primary job description, while also rewarding those who contributed to the academic achievements of the school as a whole by extending their efforts beyond the more narrow focus of their job description. Instructional staff will be involved in the development of the plan by working collaboratively with each other and instructional leadership in the formulation of the rubrics necessary to achieve the school's comprehensive goals. This process will lead them to strive to achieve maximum pay. Each year the plan will be revised, requiring annual teacher participation and collaboration in this unique compensation structure.

How the School Will Provide Ongoing Professional Development to Ensure That Teachers Have the Skills to Deliver the Proposed Instructional Program

Professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. Lashon Academy's embedded professional development is designed to achieve these goals by integrating professional development activities throughout the workday. It will be embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance.

At Lashon Academy teachers will learn together. They will solve problems in teams or as a whole faculty because every teacher will feel responsible for the success of every student in the school community. Rather than looking only outside of the school for expertise, teachers, with the help and guidance of the school's instructional leadership, will work together to build capacity within their own environment. In the process, they will become avid seekers of research and best practices that will help themselves and others.

The process of designing and coordinating the professional development program will be led by the Principal and the Curriculum Coordinator. These instructional leaders will work on a daily basis coaching the school's instructional staff and providing training and guidance in their work with *all* learners, including special populations of ELs,

students with disabilities, at-risk students and academically advanced students. As necessary, the Principal and Curriculum Coordinator may engage outside consultants to provide specific training to teachers.

It is important to note that the instructional leaders will have access to educational consultants from the Hebrew Charter School Center (HCSC), a non-profit organization with the mission to support the development, implementation and sustainability of Hebrew-language focused charter schools nationwide. Lashon Academy will become a member of HCSC's growing national network of Hebrew-language focused charter schools.

Curriculum and instructional professionals from HCSC will be engaged with the Lashon Academy Principal and Curriculum Coordinator not only in support of Hebrew language instruction, the Proficiency Approach and the implementation and integration of the Culture and History of Israel and its Immigrant Communities curriculum in the school, but will also provide training and support in areas around curriculum and instruction in all core subjects. This support will include workshops such as ACTFL OPI tester and rater training, which will provide a deep understanding of ACTFL Proficiency Guidelines as well as ACTFL K-12 World Languages Standards, as well as ongoing training in language instructional tools, such as lesson planning, unit planning, goal articulation, material development and formative and summative assessment. Hebrew teachers will be expected to demonstrate an understanding of different theories and stages of second language acquisition.

They will also need to demonstrate an understanding of what communicative language instruction entails, by planning language learning activities that don't rely on mechanical or rote practice, but engage students in all 3 modes of communication (Interpersonal, Interpretational, Presentational), and consist of meaningful linguistic transactions. Hebrew teachers will be supported by outlines of units already designed by different HCSC schools, and will be given the necessary tools, as described above, to "make the units their own." Ongoing, in-service professional development will equip the Hebrew teachers with the necessary skills to adapt or modify ("differentiate") the learning experiences and the materials to their specific students' learning styles, interests and paces. Additionally, some Hebrew teachers may be trained to become SOPA/ELLOPA raters and testers. In the general studies areas, professional development will include proper implementation of the Teachers College Readers and Writers Project and the instructional workshop model generally, as well as, support in assessment and particulars around specific instructional material choices and their support of the curriculum, among other areas.

HCSC will hire, at no cost to Lashon Academy, instructional coaches, who are local, to go into the school once a week to support the teacher professional development in both general and Hebrew instruction.

Identifying and Meeting the Needs of Individual Teachers

The Principal and Curriculum Coordinator will be responsible for identifying the needs of teachers throughout the school year through teacher survey, teacher observations and analysis of student assessment data. In addition, certain processes and strategies that will be established in the school may reveal shortcomings in student learning and teacher pedagogical skill and content knowledge which will need to be addressed through targeted professional development.

In particular, through the ongoing Monitoring for Results system shortcomings may be revealed as instructional staff analyzes progress against achievement goals for special student populations. This information may indicate a need to better support teachers in instructional strategies or for the need to implement new strategies to address identified issues.

The convening of Student Success Team (SST), described earlier in this application, focused on individual students in need may reveal similar information for which targeted professional development is needed.

The school's ongoing embedded professional development model and the daily time structured in teachers' daily schedules that allows for both individual and common planning time facilitates the ability of the instructional leadership to address needs on a real time basis.

Delivery of Professional Development

Lashon Academy has made sound decisions in its chosen instructional philosophy, instructional approach and curricular programs. However it recognizes that no matter

how carefully these decisions have been made, these choices will only lead to student success if Lashon Academy has talented teachers, supportive communities and astute administrative leadership. Thus, an investment must be made in ongoing teacher training and staff development.

Each curriculum series is accompanied by teacher training provided by the publisher. However, staff training needs to be an ongoing component of the school's educational program, particularly to ensure that teachers are using the workshop model effectively.

Thus, Lashon Academy's professional development model is one of *embedded* professional development with Lashon Academy's instructional leaders (Principal and Curriculum Coordinator) working on a daily basis coaching Lashon Academy's instructional staff and providing training and guidance in their work with *all* learners, including special populations of ELs, Special Needs, at-risk students and academically advanced.

A 2000 study by the National Staff Development Council examined the award-winning professional development programs at eight public schools that had made measurable gains in student achievement. The study found that in each of the schools, "the very nature of staff development [had] shifted from isolated learning and the occasional workshop to focused, ongoing organizational learning built on collaborative reflection and joint action."³⁴ Specifically, the study found that the schools' professional development programs were characterized by collaborative structures, diverse and extensive professional learning opportunities, and an emphasis on accountability and student results.

In designing its professional development program, Lashon Academy used the principles outlined in *Best Practice for Teaching and Learning in America's Schools*, second edition by Steven Zemelman, Harvey Daniels, and Arthur Hyde, and Sharon Taberski's *On Solid Ground* as its professional development framework. The key principles of best practice learning outlined in these books inform Lashon Academy's professional development program. These principles are as follows:

1. *Schooling should be STUDENT-CENTERED, taking cues from young people's interests, concerns, and questions.*
2. *As often as possible, school should stress learning that is EXPERIENTIAL.*
3. *Learning in all subjects needs to be HOLISTIC.*
4. *Learning activities need to be AUTHENTIC.*
5. *Students need to learn and practice many forms of EXPRESSION to deeply engage ideas.*
6. *Effective learning is balanced with opportunities for REFLECTION.*

³⁴ [HTTP://WWW.WESTED.ORG/ONLINE_PUBS/MODELIPD/11_THEKEY.SHTML](http://www.wested.org/online_pubs/modelipd/11_thekey.shtml)

7. *Teachers should tap into the primal power of SOCIAL relations to promote learning.*
8. *Some of the most efficient social learning activities are COLLABORATIVE.*
9. *Classrooms can become more effective and productive when procedures are DEMOCRATIC.*
10. *Powerful learning comes from COGNITIVE experiences.*
11. *Children's learning must be approached DEVELOPMENTALLY.*
12. *Children's learning always involves CONSTRUCTING ideas and systems.*
13. *Students learn best when faced with genuine CHALLENGING choices and are responsible in their own learning.*

An interesting example that exemplifies “CHALLENGING choices and responsibility for learning” is to look at the Writers’ Workshop. Common thinking would have it that allowing students to choose their own topics for writing would make the task easier but in reality it makes the task harder and more challenging. If a teacher gives an assignment, “Imagine you are a butterfly. Write a paragraph that describes how it feels to land on a flower,” you are basically asking your student to fill in the blanks. The really hard job for young writers is to find their own topics. When teachers steadily assign writing topics they are, according to *Best Practice*, Zemelman, Daniel, Hyde, “establishing a pedagogical welfare system and lowering the standard of instruction.”

Best Practice teachers are careful not to encourage dependency on teacher instructions, directions and decisions. Our workshop model, supported by the mini-lesson focuses on a specific teaching point. The lesson lasts no more than 15-20 minutes and is structured as follows:

Times are approximate:

Workshop=60 minutes

Connect- (5 minutes)-Students learn why today’s instruction is important to them as writers and how the lesson relates to their prior work. The teaching point is explicitly stated here.

Teach- (5 minutes)-The teacher shows the students how writers/readers/mathematicians go about doing whatever is being taught. Teaching is by demonstrating (modeling *how* and when this strategy or concept in their work rather than simply telling what to do); explaining and showing an example; involving the class in a shared inquiry or taking them through guided practice.

Active Engagement- (8 minutes)- After we teach something, students are given a chance to quickly practice what has just been taught or to share about the demonstration in order to understand a kind of thinking about writing/reading/mathematics that they can try in their own work.

Link-(2 minutes)-The teacher reiterates what has just been taught, addition it to the student’s growing repertoire. Students are reminded that today’s lesson pertains not

only to today but to everyday and to strengthen by practicing and applying it to their own writing/reading/mathematics.

40 minutes remain for students to practice or “try out” what they have been taught working independently or in partnerships.

It is during this independent portion of the workshop that students assume responsibility for their learning, establishing goals, monitoring their learning by keeping their own records and making sure to apply what they have been taught. Over time students assume more and more responsibilities.

Lashon Academy will provide professional development activities and supports to build teacher capacity to integrate the above-listed principles into their teaching practice. This professional development will begin in pre-opening professional development prior to the start of the school year and will continue throughout the school year.

During the pre-opening professional development, time will be spent reviewing the charter with specific emphasis on expectations for student achievement, and the teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement.

The Curriculum Coordinator and various topic-specific consultants will present workshops to prepare teachers to work with all students, including at-risk, ELs, and special education students. The topics that will be covered in pre-opening professional development activities will support all teachers, including novice teachers and new teachers to the school.

Topics included in pre-opening professional development include but are not limited to:

- differentiating instruction through the workshop model;
- assessing student needs and evaluating student learning;
- effective use of data in instruction;
- special education procedures and services and the IEP and its use in guiding student learning;
- Sheltered Instruction;
- working together effectively in the language integration model;
- the role of the credentialed, Hebrew instructors, ELL teachers and special education teachers, and special service providers;
- forming partnerships - parents, cooperating teachers, and other staff members;
- analysis of the instructional environment;
- adapting instruction and adaptive technology;
- introduction and overview of curriculum materials;
- the Monitoring for Results Process;

- the purpose and role of the Student Success Team(SST); and
- classroom management.

Hebrew instructors will engage in specific pre-opening professional development around the Proficiency Approach. Professional development related to the Proficiency Approach in Hebrew language acquisition will be overseen by the Principal and Curriculum Coordinator who will be advised on a regular basis by the HCSC Director of Hebrew Educational Services.

In order to insure the quality of the language program and the achievement of the selected goals, teachers must be provided with ongoing professional development and support which includes both new learning, reinforcement of prior learning and the opportunity to reflect on their work on a weekly basis. This, in turn, enables them to continually assess their students' progress.

The ongoing professional support and development includes mini-workshops and regular classroom observations and consultations with the Principal, Curriculum Coordinator and the HCSC Director of Hebrew Educational Services who will be Lashon Academy's experts in the Proficiency Approach.

Regularly programmed staff development is an integral part of Lashon Academy's embedded professional development model. Lashon Academy's Principal and Curriculum Coordinator will provide professional development:

1. To substantiate the importance of the workshop model for student learning;
2. To model lessons to demonstrate the power of the workshop model for student engagement and learning;
3. To develop expertise in delivery of the components of the workshop model for instruction in all subjects;
4. To organize model or lab site classrooms within the school for teachers to visit;
5. To provide materials and resources to support best practices; and
6. To facilitate meetings to develop curriculum maps and teacher planning.

The Principal and Curriculum Coordinator will model instruction and provide support to all teachers. In addition, the Curriculum Coordinator will facilitate mentor teacher relationships between more experienced teachers and novice teachers and with veteran teachers in the school with new teachers to Lashon Academy.

The professional development activities and supports will take the form of workshops, classroom modeling and demonstration, development of "model classrooms" and teacher inter-visitation within the school and to other schools, such as other charter schools and public schools where best instructional practices are being employed, including HLA in Brooklyn and Hatikvah International Academy Charter School in East

Brunswick, New Jersey. HCSC's Director of Educational Services will be available to provide additional professional development support to Lashon Academy's Principal, Curriculum Coordinator and staff.

At Lashon Academy, the daily schedules for all teachers will provide for common planning time necessary for teachers to collaborate with each other. In addition, each day from Monday-Friday from 3:30 – 4:30 p.m. teachers will have a concentrated block of time to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene SSTs around specific students who have been demonstrating needs and challenges; and (4) to plan together to deliver effective and seamless co-instruction in the language integration model; among other important professional development activities.

Process for Evaluating the Efficacy of the Professional Development Program

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of student learning. Therefore, we must pay attention to the results of professional development on teacher practice and the success of all students. At Lashon Academy, evaluation of the professional development program has one important goal: to improve the quality of the instructional program by determining its overall effectiveness.

Formative evaluation will be used to modify or improve the professional development program and will take place at intervals during the year. Instructional staff will be asked for feedback and comments through surveys and the Monitoring for Results system will provide data regarding improvement in student learning that will inform the instructional leaders to make mid-course corrections and do fine-tuning to improve the quality of the professional development program. Formative evaluation helps ensure that the professional development program meets our teachers' needs and expectations, is a meaningful experience and can be translated into action in the classroom.

At Lashon Academy, this formative evaluation is an ongoing process and our model of ongoing and embedded professional development allows Lashon Academy to implement these modifications on an almost real time basis to address needs identified through the formative evaluation process.

Summative evaluation is used to determine the overall effectiveness of the professional development program at the end of the year. Lashon Academy will use two different levels of data to conduct a summative evaluation: teacher practice and student outcomes.

The first level of summative evaluation is to assess the changes in teachers as a result of participating in the professional development program. At Lashon Academy, through questionnaires, observations, self-assessment instruments and analysis of teacher evaluation records, the Principal and Curriculum Coordinator will collect data regarding

how the professional development program has improved student practice. This process involves teachers describing changes in how they think, what they believe, and what they do in the classroom. They describe their own professional growth and evaluate the program in meeting their personal and professional goals.

The second level of summative evaluation is to determine the effect of the professional development process on student learning. Here, the instructional leadership in collaboration with teachers will analyze student assessment data, including standardized assessments, six-week assessments and teacher-generated summative and formative assessments. Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards meeting its annual goals. Based on analysis of both this quantitative and qualitative data, the Principal and Curriculum Coordinator will draw conclusions regarding the efficacy of the professional development program and make modifications of the overall program in order to improve teacher practice and student outcomes.

The recommendations to improve overall professional development program effectiveness will be implemented as quickly as reasonably possible. During the subsequent academic year and every year thereafter, Lashon Academy will continue to engage in this formative and summative evaluation process to continually improve the efficacy of Lashon Academy's professional development program.

Allocation of Instructional Time to Different Subject Matter Areas

Lashon Academy will meet and exceed the mandated instructional minutes from California Education Code EC 47612.5 (a), notwithstanding any other provision of law and as a condition of apportionment.

Student Calendar

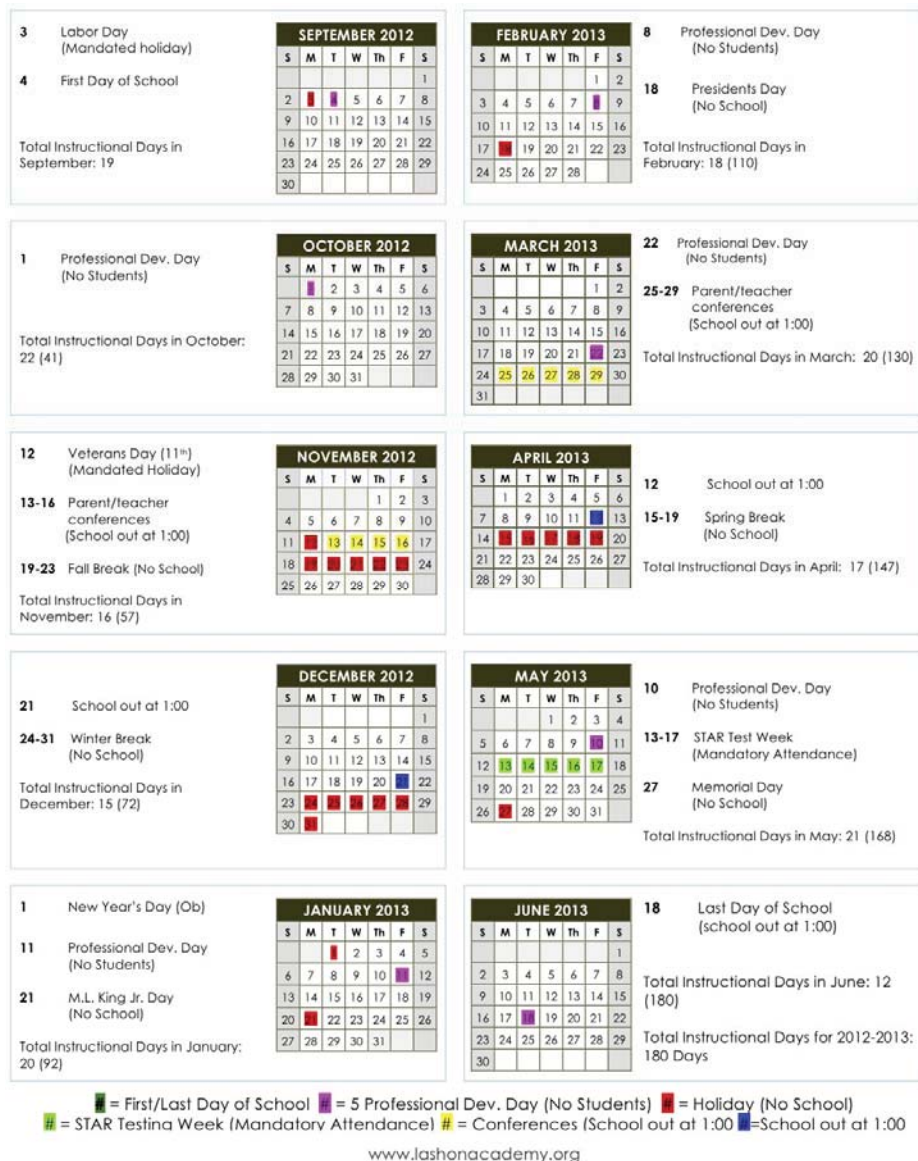
For each fiscal year, **a school** shall offer, at a minimum, the following number of minutes of instruction:

- (A) To pupils in Kindergarten, 36,000 minutes.
- (B) To pupils in Grades 1 – 3, inclusive, 50,400 minutes.
- (C) To pupils in Grades 4 – 6, inclusive, 54,000 minutes.

For each fiscal year, **Lashon Academy** will offer, at a minimum, the following number of minutes of instruction (contingent on instructional calendar):

- (A) To pupils in Kindergarten instructional minutes: 67,500
- (B) To pupils in Grades 1 – 3 instructional minutes: 67,500
- (C) To pupils in Grades 4 – 6 instructional minutes: 67,500

Figure 3. 2012-2013 Student Calendar



The proposed Lashon Academy calendar for 2012-2013 above shows the following:

- Lashon Academy students will have 180 days of school or will conform to state standards on instructional days and instructional minutes.
- Teachers at Lashon Academy will have 200 days of school beginning with a 10-day pre-opening Professional Development (PD) period prior to the first day of school, 5-days during the year (PD without students), and a 5-day closing PD day after the last day of school.
- There will be no minimum days other than for Parent Teacher conference weeks and such days as designated in the annual school calendar.
- Professional Development days will be designated in the annual school calendar

Daily Schedule

As illustrated in the table below, the Daily Schedule includes 375 minutes per day of core instruction –ELA, Math, Hebrew, Science, and Social Studies.

- The school day for students will begin at 8:00 a.m. and end at 3:20 p.m.
- Teachers will begin the day at 7:30 a.m. and end each day at 4:30 p.m.

Daily Schedule

(Also included as Table 4 Daily Schedule)

Time	Class 1	Class 2	Class 3
8:00 – 8:15 IS ³⁵ : 15mins	Morning Meeting <i>(In Hebrew & English Depending on Staffing in the Room)</i>		
8:15 - 9:15 IS: 60mins	<i>Hebrew Instruction</i> Hebrew Instructor 1 Teacher Assistant 1 (Hebrew)	<i>Readers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 1 Credentialed Teacher 2	<i>Writers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 3 Teacher Assistant 2 (English)
9:15 – 10:15 IS: 60mins 1 st recess will be within this time	<i>Writers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 3 Teacher Assistant 2 (English)	<i>Hebrew Instruction</i> Hebrew Instructor 1 Teacher Assistant 1 (Hebrew)	<i>Readers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 1 Credentialed Teacher 2
10:15 – 11:15 IS: 60mins	<i>Readers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 1 Credentialed Teacher 2	<i>Writers Workshop (ELA)</i> <i>English Only</i> Credentialed Teacher 3 Teacher Assistant 2 (English)	<i>Hebrew Instruction</i> Hebrew Instructor 1 Teacher Assistant 1 (Hebrew)
11:15 - 12:00 *w/ recess	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
12:00 – 1:00 IS: 60mins	<i>Social Studies/Service Learning</i> Credentialed Teacher 1 Hebrew Instructor 1	<i>Math</i> Credentialed Teacher 2 Teacher Assistant 1 (English)	<i>Science</i> Credentialed Teacher 3 Teacher Assistant 2 (Hebrew)
1:00 - 2:00 IS: 60mins <i>PE will be taught during this time on a rotation</i>	<i>Science</i> English Teacher 3 Teacher Assistant 2 (Hebrew)	<i>Social Studies/Service Learning</i> English Teacher 1 Hebrew Instructor 1	<i>Math</i> English Teacher 2 Teacher Assistant 1 (English)
2:00 – 3:00 IS: 60mins <i>PE will be taught during this time on a rotation</i>	<i>Math</i> Credentialed Teacher 2 Teachers Assistant 1 (English)	<i>Science</i> Credentialed Teacher 3 Teacher Assistant 2 (Hebrew)	<i>Social Studies/Service Learning</i> Credentialed Teacher 1 Hebrew Instructor 1
3:00 – 3:15	<i>Closing Day Routines</i>		
3:20	<i>Student Dismissal</i>		
3:30 – 4:30	<i>Staff Professional Development</i> <i>Staff Meeting</i> <i>Grade Level Teams</i> <i>Professional Learning Communities</i>		

³⁵Instructional Minutes

Reflecting on the instructional program, we scheduled 1-hour blocks for the core subject areas to ensure that our students had adequate time to engage fully, complete their inquiry work and also be able to reflect on their learning activities. Our instructional time allocation supports the workshop model of “best practice learning” as described in this section.

INSTRUCTIONAL PROGRAM FOR SPECIAL POPULATIONS

Professional Development will address meeting the needs of all students, by emphasizing differentiation and ongoing assessment of work. In addition to the pre-opening professional development period, Lashon Academy’s embedded professional development model provides teachers with time for ongoing training, planning and collaboration. All teachers will be able to utilize real time data to inform instruction and through the use of the workshop model will result in highly individualized instruction for all students, whether that is allowing the academically advanced student to engage in more complex applications of a particular unit of study or supporting language development of the EL student without sacrificing rigorous content in that same unit. (See [USE OF ASSESSMENT DATA TO INFORM INSTRUCTION](#), in Element 3.)

Teachers will be expected to produce lesson plans that show evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class including: ELs, gifted students, students achieving below grade level, and students with disabilities. Teachers will develop a Plan of Action (POA) for each student based on the data derived from ongoing assessments. POAs will be used to develop lesson plans, which will indicate how s/he will assess students’ attainment of the goals and objectives of the lessons. Students, whose needs are not being met for whatever reason, are referred to the Student Success Team for further discussion on interventions.

Student Success Team (SST)

When students are not making satisfactory academic progress or when their behaviors are impeding their progress, Lashon Academy will implement the Student Success Team (SST) process. In the California Department of Education guidelines, the SST is “a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an improvement plan can be designed.”³⁶

A referral to the SST will bring together educational professionals and the students parents’ to brainstorm further needs and other pathways for that student. This ‘think-tank’ meeting will ensure that Lashon Academy is doing everything possible to support all students by bringing together all stakeholders.

³⁶ [HTTP://CDE.CA.GOV/](http://CDE.CA.GOV/)

The SST Process

A teacher, administrator, parent or guardian can make a request for assistance. This request is given to the classroom teacher, special education personnel or principal. The SST, comprised of at least two teachers from that grade level, a member of the administration (Principal or Curriculum Coordinator), consultants and other support staff as appropriate, will meet with the parents/guardians and student in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. The SST process begins by clarifying the information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan and timeline for successful intervention.

Following is an outline of the SST process:

Prior to the SST Meeting

1. Teacher, parent or other staff member completes a referral form.
2. An SST packet documenting the student's strengths, needs and a timeline of interventions is completed. All student achievement data, report cards etc. are gathered at this time.
3. A notice from the school that a meeting has been scheduled is sent to parents or guardians.

During the SST Meeting

1. When team members are present, including parents or guardians meeting will begin.
2. A translator is provided if needed.
3. Introductions are given.
4. Clearly state the purpose of the meeting.
5. Review of SST packet and information is shared.
6. Review of assessments, student work and other relevant documents (health and behavior records).
7. Areas of need are presented and prioritized.
8. The team brainstorms strategies for intervention.
9. Responsibilities and timelines are assigned and a follow-up meeting is scheduled to discuss progress and outcomes.

Post-SST Meeting

1. SST meeting notes are copied and originals are placed in cumulative folder, copies are given to appropriate SST team members.
2. During follow-up meeting if progress is being made – team continues interventions or program accommodations or modifications. If student is still struggling a referral to Special Education for further assessment may occur.

Instructional Program Meets the Needs of Student Population

Lashon Academy is responsible for meeting the educational needs of a diverse student population and to ensure that all students have the opportunity to succeed in college and in a career. A key component of providing differentiated and individualized instruction, that meets the needs of each student, is making ongoing instructional adjustments based on assessment data. With this in mind, instructional programs, groupings, and time (opportunities to learn) are adjusted according to student performance and needs. It is our goal to ensure that instruction is directly related to student performance and needs.

English Learners (including Reclassification)

The process for identification of ELs begins by the parents completing a Home Language Survey upon enrollment. Those students whose parents indicate the child's primary language is other than English on the Home Language Survey, and who have not previously been assessed for English language proficiency in a California public school are assessed using the California English Language Development Test (CELDT) within 30 days of enrollment. Students will be placed in one of five categories (Beginners, Early Intermediate, Intermediate, Early Advanced, or Advanced). Students who assess Advanced or above will be reclassified and will no longer be designated English Learner. Students will be assessed at the beginning of each school year.

When instructing English Learners (ELs) in English, teachers must modify instruction to take into account the level of English language acquisition each student has attained. As discussed in the section "Core Subjects, Teaching Methodologies, Textbooks and Other Instructional Resources: English Language Arts" in order to provide additional support to special learning groups, Wilson's *Foundations* is one of the tools Lashon Academy will use for academic intervention. It is appropriate for ELs who are at risk as it provides a strong phonemic foundation. Although many aspects of effective instruction apply across the board for learners in general, for English learners, instructional modifications are certainly necessary. The National Literacy Panel (NLP) concluded that high-quality reading instruction alone is "insufficient to support equal academic success" for ELs and that "simultaneous efforts to increase the scope and sophistication of these students' oral language proficiency is also required."

Lashon Academy teaching staff receives regular professional development to

adhere to the California English Language Development (ELD) standards and implement explicit teaching of features in English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage). In fact, the balanced literacy approach not only allows for teachers to spend more time directly supporting EL's in literacy skill attainment, the approach itself is geared to explicitly teaching these skills to all students. During the literacy block students will experience read alouds and shared readings. These both support the acquisition of language through listening and speaking. Students designated as ELs also receive academic content instruction designed to promote content knowledge. Lashon Academy has adopted California State approved programs to teach core subjects, Language Arts, Math and Social Studies. The Math program, for example, Envisions, has particular strategies for guided practice for EL's, as well as gifted and struggling students, for teachers to implement in the classroom to engage all learners. The table below demonstrates how EL's are engaged during the workshop time.

Table 43. ELL Students in the Reading and Writing Workshop

	<p><u>Stage 1: Silent period, or Pre-production stage</u></p> <p>Students have very few oral skills (English), and they are working on listening to and assimilating the sounds of English</p>	<p><u>Stage 2: Early Production</u></p> <p>Students listen with greater understanding and can produce some English words, phrases, and simple sentences related to social, everyday events.</p>	<p><u>Stage 3: Speech emergence</u></p> <p>Students can understand written English accompanied by concrete contexts, such as pictures, actions, sounds, etc. They will begin to communicate in sentences. They can understand ideas about text if they understand the context. Their syntax will not always be correct.</p>	<p><u>Stage 4 and 5: Intermediate and advanced fluency</u></p> <p>At this stage students demonstrate increased levels of accuracy and are able to express thoughts and feelings. They are beginning to put together new tenses and increase their familiarity with new vocabulary. They can create oral and written narratives.</p>
Read Aloud	<p>Before the read aloud, it helps to give an oral summary of the story in native language when possible. A summary generally integrates the elements of story. If not possible in native language, summarize using Sheltered English—simplifying the language but conveying the ideas. This should not take more than 3 minutes.</p> <p>Picture walk can illustrate the summary (if book has illustrations)</p>	<p>Before the read aloud, it helps if the ESL teacher or the classroom teacher can do a book orientation/discussion to situate the text in a context.</p> <p>Choose 3-5 key words only to teach on any one day, words that double as both new vocabulary words while also representing the main components/tensions of the story</p> <p>When the language of the text is particularly challenging, the teacher can add synonyms to clarify the meaning of words:</p> <p>“It was a (splendid) day read “splendid” but add “beautiful” – Children need to be exposed to rich vocabulary, the synonym</p>	<p>Children are able to understand better, and to participate in whole group/partnership conversations. Nonfiction books as well as fiction books are important—both support conceptual knowledge. Allow wait time so that 2nd language learners at this stage can gather their thoughts and express themselves without being rushed.</p> <p>It’s important to support a whole class conversation in response to the read aloud at least 2x per week so that</p>	<p>Read Alouds give teacher the opportunity to read books that ELL children can’t access on their own and to introduce sophisticated language they won’t otherwise encounter.</p> <p>Children will participate in scaffolded conversations using prompts to extend each other’s ideas, learning from teachers doing think-alouds, from studying transcripts of conversations, from</p>

		will clarify the meaning or, in some cases, paraphrase instead of reading a section. It's important to support a whole class conversation in response to the read aloud at least 2 x per week so that children can listen to good conversational moves.	children can listen to good conversational moves.	watching fish bowl conversations.
Shared Reading	Students will try to understand the story, largely by looking carefully at the pictures, hearing the drama in the teacher's voice, and noting gestures.	Teacher scaffolds comprehension When the text contains memorable and repetitive sections, these offer children a foothold for getting involved. Students begin to respond to text	Students can make predictions, ask questions about the text, talk about their experience, and read along during repeated whole-class readings.	Students can respond to shared readings rather as they respond to read-alouds (see above) only with more text-references.
Reading Workshop	If possible, provide students with materials in their first language—the materials should be aligned to the work you are doing with the rest of the class. Alternatively, give children English books that match their level of comprehension when reading in English (be forgiving about accuracy when miscues are language-based.)	Children may re-read shared reading texts and familiar read-aloud texts, books you have introduced to them, and other books in English. Teachers need to be very mindful to move these children along to more difficult just right books as their comprehension grows. Support the more difficult books by having an ESL teacher or peer-partner read a somewhat harder book aloud, discuss it with the ELL learner, and leave the book for the child to read independently.	When helping these children choose their books, this provides time for brief book introductions. By talking about the book, the teacher helps create a meaningful context. Looking at the pictures, table of contents, predicting what the book will be about all help.	Children are able to read independently—they need to be matched to books that they can read with fluency and comprehension. Teacher needs to check to be sure children are able to have conversations about books which demonstrate their understandings of the texts.
Writing Workshop	During Writing Workshop at this stage children can draw and begin to label pictures in English. If they have a partner who speaks	Children move from labeling to producing some English sentences which tell the child's story. The teacher confers with the students to help them expand their language in their writing, coaching them	Teachers should give children opportunity to rehearse and practice the language before they write. For example, it helps for children to draw what	Work on elaboration/details and literary language. At this stage teachers need to think that they

	the child's language, the child can tell his or her story to the partner. Child can also write in first language.	into with new language structures as in using transition words, "And then what happened next?"	they will write on each page first, then to touch each page and say what they will write. It also helps to tell partners what they will write. Students can read back their writing, discuss it and then elaborate.	need to focus on language structures for specificity and find ways to stretch the language of the children. Expect children to produce pieces with increased complexity of language. Help children write in ways which "sound good" or "sound like stories" etc.
Partnerships	3-way partnerships are important for children in this stage so they can listen to the conversations in small group settings.	Collaborative group work around some tasks. Mixed language partnerships—it will help children at this stage if there are charts with language prompts to help them negotiate talk with their partners.	Teacher has to watch the partnerships to make sure that the 2 nd language learners are also speaking, not just listening. Teacher needs to spend time listening not just at what the children are saying, but how they are saying it, so she can work on language structures later.	

Scaffold and Support the Language Development of ELLs in Writing Workshop

Teacher	Designate a rug spot and writing seat for the ELL to be exposed to rich language models (he/she can be the 3 rd student in a triad). Pair the ELL with another	Continue to use the strategies from Stage 1, and Support attempts by the student to participate in triad's (and partnership) conversations by coaching in to give him/her language that they can use by referring to <i>conversational prompt</i> on a	Continue to use the strategies from previous stages, and Celebrate chances ELL takes when writing in the second language. The story and not the grammatical errors should be focused on.	Continue to use <i>some</i> strategies from Stages 1,2, and 3, and Acknowledge that while the student's oral skills may appear to be fluent, he/she still needs their language development
----------------	--	--	--	--




	<p>student who speaks the native language to support expressive and receptive comprehension</p> <p>Use lots of visuals (including those with images) during the mini-lesson, refer to clear charts accessible in the meeting area related to the strategy being taught and/or language being used.</p> <p>Speak clearly and fluidly.</p> <p>Elevate the level of communication by gesturing and Total Physical Response (TPR)-type of presentation.</p> <p>Whenever possible pre-expose student to concepts that will be taught.</p> <p>Relate mini-lessons and include examples and themes that may be familiar topics for the student.</p>	<p>chart or providing a question to ask which will continue the conversation.</p> <p>Clearly refer to visuals (words, pictures, diagrams) during the mini-lesson, with charts accessible in the meeting area related to the strategy being taught and/or language being used. This strengthens the meaning by providing a resource to refer back to.</p> <p>Accept answers even when they are one word or short phrases and helps to carve out the meaning.</p> <p>Provide a selection of paper choices with both picture and word space.</p> <p><i>Upper grade ELL writers can have access to primary paper.</i></p> <p>One with a large box to draw inside of then label, another with a smaller box and 4-5 lines for writing, and a piece with an increased number of lines, but with a small box to sketch meaning and then write off of.</p> <p>Encourage ELLs to not only draw stories across pages, but create <i>small moment</i> stories on multiple sheets of paper. Since ELLs may not be writing incomplete sentences yet, then labeling and later</p>	<p>Model vocabulary, particularly challenging vocabulary that fits into the unit of study, including aspects such as:</p> <p><u><i>Personal Narrative:</i></u></p> <p><i>Connectives (if, when, because, but, etc.)</i></p> <p><i>This vocabulary should be clearly posted, readily available, and referred to by the teacher.</i></p> <p>Expose students to story elements (character, setting, plot).</p> <p>Set ELLs up with verb tense models easily accessible in the classroom.</p> <p><i>Personal Narrative ~ past tense</i></p> <p><i>Non Narrative ~ present tense</i></p> <p>Encourage student to use writing tools in the classroom: Word Wall, dictionaries, word lists, diagrams, charts, etc.</p> <p>Guide Ells to rehearse the language before beginning to write.</p>	<p>scaffolded.</p> <p>Continue to cultivate and support the academic language needed to reach fluency. Restate ideas if they are stated incorrectly, model and chart vocabulary and concepts being covered in mini-lessons and related to the unit of study.</p> <p><i>Charts and visuals are still accessible in the classroom and serve as language models. Refer to them during the workshop, even when conferring with fluent speakers of the first language. Celebrate them as resources!</i></p> <p>Identify language elements that are challenging for the student and use them as teaching points when conferring.</p> <p><i>Noun/verb agreement, correct tense usage..</i></p> <p>Guide students to use</p>
--	--	---	---	--

	<p>If the teacher in a monolingual classroom knows the native language, then pre-expose and continue to support ELL in the first language.</p> <p>Ask Yes/No questions to student about her writing and pictures.</p> <p>Talk to the ELL about her writing and pictures, naming and labeling things for her.</p>	<p>beginning to put strings of words and phrases together with strong language modeling by the teacher.</p> <p><i>The student may even use some words in the first language when he/she is unsure of the word in the second language. (This will be especially true when the student has a strong control of writing in their first language.) The native language scaffolds the meaning for an ELL as they explore language usage and structure in the second language.</i></p> <p>Demonstrate lists and organization for non-narrative writing (information books). This can include creating a table of contents including each idea and listing details about the topic.</p> <p>Model basic sentence structure prompts to build vocabulary and fluency.</p> <p>Example:</p> <p>Yesterday, I went to_____.</p> <p>Then I _____because_____.</p> <p><i>Prompts need to change over time to fit the student's needs as identified through ongoing assessment and to support the progression of language acquisition.</i></p> <p>Ask questions speaking clearly and slowly with the answer embedded:</p>	<p><i>Rehearse language with the student and help to extend the language before writing.</i></p> <p>Praise ELL's attempts at communicating in writing. Student will be writing in sentences, but with syntactical errors.</p>	<p>more advanced language structures when they demonstrate mastery of basic elements.</p>
--	--	--	---	---

		<p><i>Did you go with your mom or your dad?</i></p> <p><i>Was this at home or at school?</i></p> <p><i>(types of clarification questions that will also give the ELL more language to pull from)</i></p> <p><i>There should be a pause and wait time for student response. Hold them accountable for that as you guide them to speak more about their writing.</i></p> <p>Model and talk about the student's writing to them. Be interested in what she has to say! Restate what the ELL has labeled or written with incomplete phrases in complete sentences.</p> <p><i>"Oh, so what you're saying is that you took the milk out of the refrigerator. You put your other hand around the bottle. Then it slipped?"</i></p> <p>Extend their language by helping to put it into sentences. (charts with sentence models work well)</p>		
Student	Can write in first language, modeling after what other students are completing, or if there is another speaker of the first language, the strategy can be explained by language partners. Encouraged to draw visual images to represent their work.	<p>Continues to use the strategies from Stage 1, and</p> <p>Sketches focused <i>small moment</i> pictures about an episode from her life and labels the images.</p> <p>Draws stories across pages, creating <i>small moment</i> stories on multiple sheets of paper, then labels. Guided to begin to</p>	<p>Continues to use strategies from previous stages, and</p> <p>Uses basic sentence structure prompts to build vocabulary and fluency.</p> <p>Writes stories across pages, stringing words together into phrases and attempting write</p>	<p>Continues to use <i>some of the strategies</i> from Stages 1, 2 and 3, and</p> <p>Utilizes more advanced academic language, for example:</p> <p><i>Explores figurative language (metaphors, similes, etc.)</i></p>

	<p><i>If unable to write in first language student can begin to draw pictures and practice language by labeling words from a picture dictionary, or continue to be exposed to rich language by listening to stories that have been read onto a tape.</i></p> <p>Draws pictures and labels the vocabulary she knows or has access to in second language.</p> <p>Draws stories and/or writes information books across pages, creating <i>small moment</i> stories (narrative) and information books (non-narrative) on multiple sheets of paper, then labels in second language or writes in first language.</p> <p><i>These topics can be chosen by the ELL writer based on her own life experiences and interest, highly familiar, inside and outside of the classroom.</i></p>	<p>write and label in phrases, then, if appropriate, sentences.</p> <p>Begins to write stories across pages with an increasing level of language conventions and more complete thoughts.</p> <p>Lists ideas and details about a topic that is familiar and interesting to her when writing information books (non-narrative), continuing to support written words with pictures and diagrams related to other text she is beginning to write.</p>	<p>thoughts in complete sentences.</p> <p>Collects stories that are longer in length, taking chances in their second language writing.</p> <p>Organizes non-narrative pieces clearly and elaborates more, using charts to model what their work should look like.</p> <p>Is able to access charts and visuals in the classroom with vocabulary related to the unit of study.</p> <p>Refers to the Word Wall and other charts to grow vocabulary and use it in their writing.</p> <p>Rereads own piece to check for comprehension and phrasing.</p> <p>Asks herself, "Does this make sense?"</p> <p>Works on confusing parts to make them clearer.</p>	<p><i>Uses more advanced grammatical structures</i></p> <p>Challenges herself to be more descriptive, to take chances with writing and the vocabulary being used.</p> <p><i>Models writing of mentor authors, discusses piece with partner to clarify.</i></p> <p>Meets with a partner before writing to rehearse language and to strengthen their storytelling muscles which will help when ELL begins to write the piece.</p> <p>Refers back to charts posted in the room and the language resources to generate ideas and work on strengthening the written piece.</p> <p>Rereads piece to see if it makes sense, and then rewrites parts that are unclear or confusing.</p>
--	---	---	---	---

<p>Partnerships</p>	<p>Student listens to rich language models as the third child in a triad, exposed to a partnership with two other supportive students who are willing to help guide the ELL through the workshop.</p> <p><i>The ELL must be included and not ignored in the triad. Ideally there is another student who speaks the same first language as the ELL and can include him/her in conversation.</i></p> <p>Partner who speaks the same first language explains the work and serves as a model for the ELL who may write in their native language.</p> <p>Partner translates between the ELL and the teacher to convey meaning and guide the process.</p> <p>Partners can share each other's writing. On by <i>reading</i> and the other by <i>talking</i> about what they wrote.</p>	<p>Continues to use the strategies from Stage 1, and</p> <p>ELL is more involved in the partnership or triad, using conversational prompts in the classroom to think of clarifying questions, preparing ahead of time for something they may want to discuss.</p> <p>Teacher may fishbowl effective partnerships so the entire class can see how the conversations should flow and to set up expectations.</p> <p><i>This can happen throughout the year as new ELLs arrive or to merely strengthen the work and discussions within the classroom community.</i></p>	<p>Continues to use strategies from previous stages, and</p> <p>Work together to clarify and extend ideas.</p> <p>Orally rehearse stories before writing.</p> <p>Use the conversational prompts in the classroom to build language, speaking for longer periods of time, and enhance the discussion.</p> <p>Stronger voices coach in to weaker voices, giving them ideas to contribute to the conversation.</p> <p><i>This may include the ELL student being guided by the stronger second language speaker to use the conversational prompted accessible in the class.</i></p>	<p>Continues to use <i>some of the strategies</i> from Stages 1, 2, and 3 and</p> <p>Partnerships meet before writing to rehearse language and to strengthen storytelling muscles which will help when they begin to write.</p> <p>Students work with each other to clarify and identify ways to improve their talk.</p> <p>While editing, one writer reads own piece aloud while her partner is also reading the words on paper, stopping to sk clarifying questions or to help with written language.</p> <p><i>Both sets of eyes are on the piece being edited and prepared for publication</i></p>
----------------------------	---	---	--	---

<p>Materials (for all stages)</p>	<p>Print-rich classroom environment with lots of visuals, diagrams, charts, pictures, and a clear Word Wall.</p> <p>A variety of exemplar texts in the student's first language (especially for upper grade classrooms) including picture books and non-fiction titles</p> <p>First and second language dictionaries</p> <p>Picture dictionaries</p> <p>High frequency word lists</p> <p>Grammar workbooks and models</p> <p>Selection of paper choices (including primary paper used in the upper grades)</p>			
--	---	---	---	---

For the purpose of learning Hebrew, English Learners will be on equal footing with other students since most Lashon Academy students will be Hebrew Learners. Lashon Academy's language integration program will put English Learners on the path to becoming multi-lingual while helping all students to acquire English and Hebrew language skills in listening, speaking, reading, and writing, and to proficiently meet grade level ELA standards.

The Lashon Academy administration and teaching staff address the seven conditions that make a critical impact upon the academic achievement for California's English Learners in the following ways:

1. ELs have equitable access to appropriately trained teachers.

All Lashon Academy teachers will be Cross-Cultural Language Acquisition Design (CLAD) certified (unless the teacher has a waiver from the California Teaching Credentialing office) and use results on the CELDT exam, language assessments, informal observations to develop lessons that support academic language acquisition, considering both the English language development standards (ELD) and the English Language Arts standards

2. Teachers of ELs have adequate professional development opportunities to help address the instructional needs of ELs.

Lashon Academy provides ongoing professional development to explicitly address the wide variety of instructional strategies required to accompany the English Learner (EL) components of state approved mandated ELA textbooks, the California English Language Development (ELD) standards, Specially Designed Academic Instruction in English (SDAIE) strategies and interpretative and pedagogical implications of the California English Language Development Test (CELDT) for ELs. In addition, because the school is focused on teaching all students a second language (Hebrew), all teachers will receive ongoing professional development in language acquisition strategies.

3. Teachers have access to appropriate assessments to measure ELs achievement, gauge their learning needs and be held accountable for their academic progress.

Lashon Academy identifies English Learners (ELs) through the Home Language Survey and assesses these students utilizing the California English Language Development Test (CELDT). The purpose of the CELDT is to determine how well each student tested can listen, speak, read, and write English. CELDT scores are used to help determine the level of assistance needed and to ensure the student's placement in an appropriate program or reclassification. Further, since these students will spend most of their time in the general education classrooms, they will

also be given the periodic assessments in literacy given to all students. All teachers will have access to this data on a regular basis. Teachers will also be generating their own classroom data on student skill attainment in literacy as they would any other student.

4. ELs have adequate instructional time to accomplish learning goals.

Across the state, English Learners are provided no additional classroom instructional time even though they have additional learning tasks, such as, acquiring English as well as learning a new culture and its demands. The Lashon Academy instructional framework is designed to provide more intensive individualized instruction within the workshop model. Small groups, including groups of ELs will be asked to remain with the teacher for additional instruction and reinforcement following the mini lesson, while other students are working independently or in partnership.

The co-teacher model is effective in addressing different educational needs within the classroom. To provide additional support to ELs, Lashon Academy has chosen Wilson's *Foundations* as its academic intervention curriculum. *Foundations* provides teachers and administrators with the tools they need to successfully engage children with language and print.

In addition, teachers will confer with students to reinforce and identify each student's needs. Lashon Academy strives to maintain low student to staff ratio and to train staff to work with ELs based upon fiscal viability. As was mentioned The Lashon Academy school model includes ongoing embedded professional development. When teachers demonstrate a need for additional support in effectively working with EL's, that support will be provided.

5. ELs have equitable access to instructional materials and curriculum.

Lashon Academy's curriculum is based on the idea of differentiation and application, as students have multiple opportunities to apply what they learn through formal educational settings. It is essential that English learners access well-articulated, standards-based, grade-level core curriculum instruction in all subjects taught "overwhelmingly" in English with Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support and explain. SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques in "sheltered" classes to help students access the core curriculum.

All classrooms will have leveled libraries filled with many genres of authentic literature- both fiction and non-fiction books. Children will be choosing books that are just-right or reach books ("I am interested in the topic of this book and want to be able to read it in the future"). Children will be reading, thinking and working with

these books during the reading block. Conversations between peers will be ongoing. ELs will have the opportunity to listen to language and speak with their reading partners. (Note: Many students will not be reading in the true sense of the word but will be using the illustrations or photos to “tell a story.”)

Sampling of Criteria for Developing Effective ELD and SDAIE Lessons for English Learners

- Background knowledge building
- Meaning before form
- Vocabulary preview
- Models, demonstrations, visuals, realia and technology
- Graphic organizers
- Manipulative materials and hands-on materials
- Repetition and review of concept and vocabulary
- Choice of resources, tasks, language production options
- Active participation in various individual and group configurations
- Print-rich environment
- Authentic and meaningful tasks, making connections between learning and real-life experience
- Opportunities for reflection and verbalizing thoughts through quality talk
- Standards-based thematic unit organization
- Integration of listening, speaking, reading and writing
- Assessment and monitoring of progress toward standards and check for understanding
- Development of metacognition
- Explicit instruction in key skills (e.g., preview, scanning, skimming)
- Task-based instruction
- Language modifications such as pause time, questioning, pacing, and highlighting

6. ELs have equitable access to adequate facilities.

Lashon Academy will provide equitable access to adequate facilities to support the academic achievement of all students, including, English Learners (ELs). Because of the goal of Hebrew proficiency, language learning is a school norm. Every child has access and support to function in a language other than their native language. The school will ensure that every child has access to all school activities and programs.

7. ELs attend schools and classrooms that support high educational standards for success.

Ultimately, Lashon Academy aims to have all students, including ELs, to become self-motivated, competent, lifelong learners, embedded with the desire and prepared to thrive throughout their lives as citizens connected to their local, national and global communities.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, one or more of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT,
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate using quantitative data to evaluate the pupil's curriculum mastery,
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the school district's reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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

As was mentioned the Lashon Academy school model includes ongoing embedded professional development. When teachers demonstrate a need for additional support in working with ELs, support will be provided. Els will be closely monitored through the use of running records, oral interviews and through the conferring portion of both the reading and writing workshops. Els that are deemed at-risk will be supported through additional technology tools, (e.g., books on tape, website links, lending libraries, etc.). Parent outreach workshops to encourage home-school connections will be ongoing to

additionally support language acquisition. The curriculum coordinator and principal will conduct professional development to support teachers with strategies for ELs.

The previous table ([TABLE 43 ELL STUDENTS IN THE READING AND WRITING WORKSHOP](#)) illustrates how ELs will be supported in the Readers and Writers workshops.

Socioeconomically Disadvantaged Students

Lashon Academy recognizes that the target population and neighborhoods we serve face many challenges as a community, and that some of the children within the community may lack support that many families and communities take for granted. Our SST will be responsible for identifying students and families who might need additional resources or support, including referrals to community service organizations. As detailed extensively herein, we believe that all students can learn and succeed, and that disadvantaged students are entirely capable of academic excellence. As described, the Lashon Academy educational program has been designed to meet the individual needs of all learners. The workshop model is designed for small group and individual instruction. The core curriculum, as well as school field trips and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have. Additionally, children will take borrow books from the classroom libraries to read at home and a computer will be available for community access.

Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well. At Lashon Academy early identification of students needs will be a priority the assessment profile and home language survey will help identify these students early in the school year. Once needs are identified, they will be addressed within the classroom and through meetings with parents. By having two credentialed teachers in most classes, teachers are able to provide for the differing needs of all students

Gifted Students

Students are deemed academically advanced when they are exceeding proficiency standards. High achieving students will be identified by the Lashon Academy ongoing assessment process, including formal, informal and scoring Advance on the California Standards Test (CST). Once identified, students will be provided with opportunities throughout the regular school day as suggested by the California State Board of Education Standards for Programs for the Gifted and Talented. Advanced students will also be the subject of the SST and teachers will engage in conversations around strategies to continue to accelerate the advanced students.

Gifted learners have the ability to absorb abstract concepts, organize them and apply them. In a classroom setting these students tend to have extra time on their hands because they finish their work rather quickly. Our teachers will use this extra time to

help these students develop their creativity by allowing them to explore a special area of interest related to a topic being studied or read about.

To address children that have been identified as gifted , our teachers will:

- Create an independent project or activity.
- Involve these students in academic competitions whether school based or community based.
- Plan “vertical enrichment” activities. Designing assignments or projects that go above and beyond what is covered in the regular classroom begin careful not to give gifted students “more of the same.”
- Encourage students to become “experts” rather than just “giving” them information teachers will act as “facilitators.”
- Let Bloom’s Taxonomy become the guide – focusing on the upper three levels – analysis, synthesis, and evaluation

Through the construct of the workshop model, which promotes highly individualized instruction, teachers will be able to accelerate the learning for advanced students. The model supports teachers in teaching to the individual child as opposed to teaching to the middle where the needs of children at the top and bottom of the continuum are left unmet. The model requires that teachers are attuned to what ongoing student assessment is telling them about each child or their class as a whole, so that targeted intervention can take place in the guided portion and individual conferencing portions of the model or lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels.

Students may also be advanced in their proficiency of the Hebrew language as determined by the Hebrew language assessment, which will place them at the higher end of the language acquisition process than their peers. Like, the workshop model, the Proficiency Approach supports the acceleration of students who demonstrate advanced skills in the Hebrew language. Ongoing and precise evaluation of the learner’s progress provides the teacher with a clear picture of the learner’s strengths (as well as those weak areas) that need to be addressed. Thus, Hebrew instructors are able to effectively move all students, including advanced students, to higher sub-categories within each main level accelerating students’ acquisition of the Hebrew language.

During independent work time scheduled in the workshop model, teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Lashon Academy will also encourage advanced students to develop service-learning projects based on individualized interests that exceed classroom requirements. Opportunities for leadership and mentoring in academics, service-learning and other areas of abilities and interest will also be fostered.

Students Achieving Below Grade Level

Students with academic challenges who are achieving below grade level are identified through teacher observation, their course performance and multiple methods as outlined in Element 3 - Method by Which Student Outcomes will be Measured, including: California standards-based textbooks assessments and CST standardized testing (defined as Below Basic or Far Below Basic on STAR Testing). Parents will be notified during parent conferences in the Fall or Spring, or when deemed necessary, once a student has been assessed and the student has not responded successfully to the supports offered by the classroom teacher. During this conference the classroom teacher and parent can invite the Curriculum Coordinator, if needed, to discuss possible interventions and supports beyond classroom instruction. Other factors, including behavioral issues, teacher recommendations, etc., may designate a student as struggling even when his or her assessments may indicate that he or she is not in need of academic interventions.

Based on the data from student assessments, Lashon Academy will implement reading and math intervention strategies to address identified areas of weakness of each struggling student (see chart below for possible interventions). The first and most important tool in our instructional toolbox to address the needs of struggling students is our method of instruction—the workshop model. Intrinsic to the workshop model is differentiated instruction through ongoing student assessment so it naturally addresses the needs of struggling students. Small group instruction, conferring, scaffolding through partnerships, the intensive support of the second teacher in the room are all components of our comprehensive package. Enhancing the workshop model is the school's co-teaching schedule. During the Readers Workshop, Writers Workshop and Math, two California multiple subject credentialed teachers for Readers Workshop will provide instruction and one California multiple subject credentialed teacher and a teacher's assistant will provide instruction in Writers Workshop and Math (See **TABLE 4. DAILY SCHEDULE**).

In the Hebrew language class, one Hebrew instructor will be assisted by a Hebrew-speaking teacher assistant that will provide instruction solely in Hebrew. Social Studies will be taught by one California multiple subject credentialed teacher and the Hebrew instructor, whereas, Physical Education and Science will be taught by one California multiple subject credentialed teacher and a Hebrew speaking teachers assistant thus providing students with intensive instructional support.

Lashon Academy recognizes that the key deciding factor to affect student growth and achievement is the teacher. A teacher must be well-prepared and trained to effectively address the needs of all students. Our ongoing embedded professional development will address these needs, which has been scheduled each week. Our workshop model of instruction through its differentiation will be a daily support. However, in 2002, McREL researchers synthesized the following six classroom strategies as most effective in raising low achieving or at-risk of failure. We will study these and apply them as needed. The table below summarizes these strategies:

Table 44. Classroom Strategies For Raising Low Achieving or At-Risk Students

Category	Description	What Research Suggests
Whole-class Instruction	The teacher delivers a lesson to a classroom of students all at one time, using constructivist or behaviorist interventions.	<ul style="list-style-type: none"> • The desired outcome should guide the strategy choice. • Constructivist strategies are not superior to behaviorist strategies or vice versa. • The most effective approach is a combination.
Cognitively oriented Instruction	The teacher uses cognitive or “hot-to” strategies (e.g., teaching steps to solve a math problem) or meta-cognitive strategies (e.g., planning, monitoring, revising, etc.)	<ul style="list-style-type: none"> • Reading Instruction-meta-cognitive strategies (such as coding text) might be best. • Writing Instruction-a combination of cognitive (drafting) and a meta-cognitive strategy (self-assessment) might be best. • Mathematics Instruction-a meta-cognitive strategy (comparison to similar problems and solutions) followed by opportunities to test patterns might be best.
Small-group Instruction	The teacher divides the classroom into small (mixed or like ability) groups of students for instruction, differentiation, or cooperative learning. (Our workshop model addresses this strategy on a daily basis.)	<ul style="list-style-type: none"> • Mixed-ability grouping can be an effective strategy. • A teacher must be well-prepared and trained to effectively use mixed-ability grouping. • Like grouping can also have a positive effect.
Tutoring	Personal, intense interaction between a tutor and tutee.	<ul style="list-style-type: none"> • Tutoring programs should have a strong diagnostic and prescriptive element. • Once trained, individuals of various ages and levels of education can be effective tutors. • Tutoring sessions should be evaluated on a continual basis.
Peer Tutoring	Students (paired randomly or by test scores) tutor one another and/or support each other’s learning.	<ul style="list-style-type: none"> • Peer tutoring can be effective with at-risk students, particularly at the basic skills level. • Teachers should carefully instruct and monitor students when they use peer tutoring programs. • Peer tutoring sessions should be highly structured.
Computer-assisted Instruction (CAI)	Students work on software packages ranging from word processing to skill practice to programming.	<ul style="list-style-type: none"> • CAI is probably more effective in math than reading or writing. • The teacher’s role is significant.

In addition, students can be referred to the SST for further discussion on interventions.

SPECIAL EDUCATION

Students with Disabilities

***SPECIAL EDUCATION PROGRAM – LAUSD SPECIFIC LANGUAGE**

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

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, Lashon Academy will either execute a Memorandum of Understanding ("MOU") by and between the LAUSD and Lashon Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education 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.

Lashon Academy will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). Lashon Academy will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

Lashon Academy will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School. Lashon Academy will adhere to all Los Angeles Unified School District policies and procedures regarding special education.

Lashon Academy will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon LAUSD pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings.

Lashon Academy will use District forms to develop, maintain, and review assessments and Individual education Plans (IEPs) in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. Lashon Academy will maintain copies of assessments and IEP materials for district review.

Lashon Academy will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

Lashon Academy will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). Lashon Academy will participate in internal validation review.

During its first year of operation, Lashon Academy will contract with LAUSD for the provision of special education services. Lashon Academy will ensure that students receive all services as outlined in the IEPs.

Lashon Academy is committed to educating each student classified as special education, to the maximum extent appropriate, in the classroom he or she would otherwise attend. Thus, Lashon Academy will maintain a full inclusion model regarding the education of special education students. Full inclusion involves bringing the necessary support services to the student regardless of handicapping condition or severity, (rather than moving the student to the services) and requires only that the student will benefit from being in the class (rather than having to keep up with the other students). According to this model, special education students will be removed from the classroom only when appropriate services cannot be provided in the regular classroom setting.

Special education students in Lashon Academy, when appropriate, will receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and therapists will come to the regular education classroom, when appropriate, to provide services to small groups of regular and special education students. A special education teacher, paraprofessional or aide may sit with them to help implement the goals of their IEPs. "Full inclusion" maintains that the social interactions with regular education students are vitally important and that special services can be provided most effectively in

the context of the regular classroom. For special education students, this setting provides the opportunity to model the behaviors and actions of others. For general education students, this setting fosters an appreciation and respect for the fact that everyone has unique characteristics and abilities, and helps them develop feelings of empowerment and self-control.

A series of building blocks support all the student support services offered to students at Lashon Academy. These building blocks include the following: accurate and thorough evaluation involved and committed instructional staff, dedicated parents and professionals, and an understanding that every student, regardless of ability, is an individual and an important member of the Lashon Academy community. These building blocks form the foundation upon which Lashon Academy's program of student supports rests. Although many more features may be added to the program, a foundation that lacks any of these building blocks would fall short of the program's expectations.

Special education inclusion signifies the participation of special education students in regular education classrooms and provision of support services to these students. The main objective of inclusion education at Lashon Academy is that all students regardless of their strengths and their weaknesses in any area, become part of the Lashon Academy school community. As a member of the school community, every student develops a feeling of belonging with other students, teachers, and support staff. An advantage of special education inclusion at Lashon Academy is that both disabled and non-disabled students are brought together in an environment of togetherness. Children learn to accept individual differences in inclusion education and this would lead to the development of new friendly relationships. Inclusion education also enables active participation of all parents in their child's education.

The special education teacher/teachers will work collaboratively with the general studies and the Hebrew instructors in order to address the needs of students with disabilities. The special education and credentialed general education teachers will work together to implement different teaching strategies and modify assignments to accommodate individual special education students. Adaptations and accommodations made within the class will be provided for individual students, and in some circumstances, for the entire class. The workshop model supports the needs of special populations of students such as special education students as guided instruction provides small groups and individual students with opportunities for the teacher to engage in remedial instruction, while independent study time is offered to those students who need less support.

Lashon Academy will make decisions in coordination with the District's assigned special education team regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines. In the event that Lashon Academy is unable to provide an appropriate placement or services for a student with special needs, Lashon Academy will contact the District to discuss placement and service alternatives. Lashon Academy does not provide transportation services.

Lashon Academy shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

Lashon Academy will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. Lashon Academy will maintain responsibility for monitoring progress towards IEP goals for the student with special needs.

Lashon Academy will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, the school will convene a manifestation determination IEP. Lashon Academy will collect data pertaining to the number of special education students suspended or expelled.

Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to Lashon Academy if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending Lashon Academy initiates due process proceedings, both Lashon Academy and the District will be named as respondents. Whenever possible, the District and Lashon Academy shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, Lashon Academy will be responsible for its own representation. If Lashon Academy retains legal representation for a due process proceeding or other legal proceeding or action, then Lashon Academy will be responsible for the cost of such representation.

Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to Lashon Academy including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. Lashon Academy will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. Lashon Academy will be solely

responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

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. 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 will 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.

District-operated schools will continue to receive the supports and services that they currently receive from the Division of Special Education. Charter schools not meeting the criteria for admission to the Charter-operated Program section of the SELPA will remain under the District operated Program section of the SELPA and will have two options for membership. These schools may act as a District-operated school for the purposes of special education or may choose to provide their own programs and services and be reimbursed for these services for these services based on a percentage of their general education fund contribution.

The reorganization of the SELPA will retain a central Administrative Unit to include Due Process, Fiscal/Program Accountability, Compliance and Nonpublic Schools and Agencies. The reorganization would not create a new administrative branch of the Division of Special Education but would utilize existing resources. An Advisory Board consisting of five members appointed by the Board of Education (three recommended by the District-operated Programs; and two recommended by the Charter-operated Programs) provides charter-operated schools with a voice in the governance of special education in LAUSD. This Advisory Board will provide input, guidance and support to the SELPA Administrator in the Administrative Unit in coordinating programs and services across both District and charter schools. The Advisory Board will also inform the Superintendent and Board of Education regarding special education issues. The Advisory Board will operate by a set of by-laws approved by the Board of Education.

Funding for Special Education

Lashon Academy shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). Lashon Academy

shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures. Lashon Academy may request specific related services from the District on a fee basis based on District availability.

The District will collect a fair share contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include but are not limited to:

1. maintaining a full continuum of program options;
2. professional development and training;
3. consultation and technical support for programs;
4. administration of due process proceedings, excluding any legal representation;
5. investigation of complaints;
6. assistance/participation at IEP team meetings and other opportunities from special education support units; and
7. implementation of the Modified Consent Decree.

The fair share contribution collected for 2012-2013 will not exceed 27%. The fair share contribution will be reviewed annually by the Budget Division, the Charter Schools Office, and the Division of Special Education and may be adjusted to reflect changes in expenditure patterns or in federal or State special education revenue streams. The calculation of the fair share contribution shall be based upon a rationale designed by the District's Budget Services Office with consideration of the District's encroachment and other factors.

District Responsibilities Relating to Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District. To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Lashon Academy staff.

Modifications to Special Education Responsibilities and Funding

The special education responsibilities of Lashon Academy and the District, and the special education funding model, may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding ("MOU"). If such an MOU is executed, its provisions shall be incorporated by reference into this Charter and shall, to

the extent necessary to carry out the intent of the MOU, supersede the provisions on special education responsibilities and funding set forth above.

The School's Outreach Efforts to Recruit Students With Disabilities

Lashon Academy expects that the number of special needs students it serves will mirror that of LAUSD. Lashon Academy will make efforts in its student recruitment process to ensure that the school will attract comparable enrollment of students with disabilities as compared to its proposed target location within District 1 of LAUSD. Recruitment efforts towards this special population of students and their families will include:

1. Print advertisements that include specific information about the Special Education program;
2. During open-house informational sessions that are held in the community will address parents of Special Education students and provide assistance if needed – if the need for a special informational session is needed Lashon Academy will coordinate with necessary staff to hold an orientation for students with disabilities;
3. Agendas posted on the school website or in public, and specific with regards as to when Special Education will be addressed, parents will be notified about community meetings and school information nights –staff will be prepared to address concerns;
4. One-on-one meetings between the Principal with any parents of Special Education students who express interest in learning more about how Lashon Academy can meet the particular needs of their child;
5. Special Education parents will be encouraged to bring IEP or 504 Plans to the school site prior to school starting so staff can be notified, have a copy of the plans, discuss needs with parents and prepare for the first day of school for the student(s).
6. Lashon Academy will notify LAUSD assigned Special Education staff of any IEP's, or students that need immediate assistance, so services can be seamless between placements.

***MODIFIED CONSENT DECREE REQUIREMENTS – LAUSD SPECIFIC LANGUAGE**

All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements Doc# 189633 Updated 9/14/10 of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of

the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online 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.

Lashon Academy is not a Conversion School.

Serving High School Students

Lashon Academy will not serve high school students.

IMPLEMENTATION PLAN FOR THE SCHOOL'S INSTRUCTIONAL PROGRAM, INCLUDING A TIMELINE FOR IMPLEMENTATION OF VARIOUS COMPONENTS OF THE PLAN

Our charter petition reflects the curriculum choices that have been decided upon. Teachers will know what to teach and when to teach it because each teacher and all additional support staff will have the year's curriculum laid out in a scope and sequence, curriculum map and pacing guide for each content area of the curriculum. These curriculum guiding documents will be initially developed by the Curriculum Coordinator and provided to teachers prior to the start of the school year. For general studies curriculum areas, the Curriculum Coordinator will develop these documents directly in

response to both the Common Core State Standards and the content standards adopted by the California State Board of Education and. These scope and sequences, curriculum maps and pacing calendars, however, will be flexible documents that will continue to be honed during the course of the school year through a collaborative process with teachers under the guidance of the Curriculum Coordinator.

Teachers will be invited to collaborate giving opinions and making suggestions as to how to continually refine these curriculum guiding documents based on their experience in the classroom and the information they are gleaned from student assessment data. In all cases, any refinements will be guided by the state content standards and the Common Core State Standards. The Curriculum Coordinator's overarching function is to guide and support teachers in their delivery of instruction in the classroom. The Curriculum Coordinator will develop the scope and sequence, curriculum map and pacing calendar for the units of study for Hebrew language acquisition guided by the World Language Content Standards. The Principal will collaborate with the Curriculum Coordinator in developing these tools so as to align the units of study with the other content areas of the curriculum. It is also important to note that The Hebrew Charter School Center (HCSC) will be supporting curriculum implementation through its staff members that include the Director of Educational Services, Director of Hebrew Educational Services, math expert and its Culture and History of Israel and its Immigrant Communities (CHIIC) expert.

Table 45. Curriculum Implementation Work Plan

Key Curriculum Area Tasks	Personnel Leading or Participating	Outcome	Timeline
Reading and Writing Curriculum implementation tools based upon ELA State Standards and Teachers College Reading & Writing Project: <ul style="list-style-type: none"> • Scope and Sequences • Curriculum Maps • Pacing Calendars • Teacher curriculum orientation and training 	Principal Curriculum Coordinator Supported by HCSC Director of Educational Services All instructional staff	Reading and Writing scope and sequences, curriculum maps and pacing calendars from September, 2012 through June, 2013 Teacher familiarity with curriculum tools to begin lesson planning for September.	Pre-Opening Period Beginning March, 2012 through July, 2012 During two-week period pre-service training Beginning August 13, 2012-prior to the opening of school.
Mathematics Curriculum implementation tools based upon Mathematics State Standards and EnVision Mathematics <ul style="list-style-type: none"> • Scope and Sequences • Curriculum Maps • Pacing Calendars • Teacher curriculum orientation and training 	Principal Curriculum Coordinator Scott Foresman EnVisionMath Consultant All instructional staff	Mathematics scope and sequences, curriculum maps and pacing calendars from September, 2012 through June, 2013 Teacher familiarity with curriculum tools to begin lesson planning for September.	Pre-Opening Period Beginning March, 2012 through July, 2012 During two-week period pre-service training beginning August 13, 2012-prior to the opening of school.

Key Curriculum Area Tasks	Personnel Leading or Participating	Outcome	Timeline
Science Curriculum implementation tools based upon Science State Standards and Scott Foresman Science: <ul style="list-style-type: none"> • Scope and Sequences • Curriculum Maps • Pacing Calendars • Teacher curriculum orientation and training 	Principal Curriculum Coordinator Scott Foresman Science Consultant All instructional staff	Science scope and sequences, curriculum maps and pacing calendars from September, 2012 through June, 2013 Teacher familiarity with curriculum tools to begin lesson planning for September.	Pre-Opening Period Beginning March, 2012 through July, 2012 During two-week period pre-service training beginning August 13, 2012-prior to the opening of school.
Social Studies Curriculum implementation tools based upon Social Studies State Standards, Culture and History of Israel and its Immigrant Communities(CHIIC), and Harcourt School Publishers Social Studies : <ul style="list-style-type: none"> • Scope and Sequences • Curriculum Maps • Pacing Calendars • Teacher curriculum orientation and training 	Principal Curriculum Coordinator Supported by HCSC CHIIC Consultant Harcourt School Publishers Social Studies Consultant	Social Studies scope and sequences, curriculum maps and pacing calendars aligned with CHIIC from September, 2012 through June, 2013 Teacher familiarity with curriculum tools to begin lesson planning for September.	Pre-Opening Period Beginning March, 2012 through July, 2012 During two-week period pre-service training beginning August 13, 2012-prior to the opening of school.

Key Curriculum Area Tasks	Personnel Leading or Participating	Outcome	Timeline
	All instructional staff		
Hebrew Proficiency Approach Curriculum implementation tools based upon World Language Content Standards: Scope and Sequences Curriculum Maps Pacing Calendars Teacher curriculum orientation and training	Principal Curriculum Coordinator Supported by HCSC Director of Hebrew Educational Services Hebrew instructors	Hebrew scope and sequence, curriculum map and pacing calendar September, 2012 through June, 2013 Teacher familiarity with curriculum tools to begin lesson planning for September.	Pre-Opening Period Beginning March, 2012 through July, 2012 During two-week period pre-service training beginning August 13, 2012-prior to the opening of school.

Element 2 – Measurable Student Outcomes

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

ANTICIPATED SKILLS AND KNOWLEDGE OUTCOMES FOR STUDENTS

Lashon Academy students at all grade levels and in all subject areas will strive for, and demonstrate, mastery of the California State Board of Education Content Standards in addition to school-specific subject area standards. The school will assess and demonstrate skill and knowledge outcomes through a combination of state standardized testing (the STAR program), well established evidence-based assessments that are commercially available, and internally developed assessments that address both state standards and key elements of the Lashon mission (described in Element 3, below).

English Language Arts

Lashon Academy students will demonstrate proficiency in the California Common Core Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects. This will include:

- Essential skills associated with key ideas and details, craft and structure, and the integration of knowledge and ideas in all areas of the Reading Standards, including those addressing both Literature, Informational Text;
- Foundational Skills as outlined in the Standards from initial concepts of print and phonological awareness to phonics, word recognition, and fluency;
- Proficiency in all areas of the Writing Standards, including Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and (beginning in grade 2) a high level of skill across the range of different types of writing and writing tasks;
- All areas of the Speaking and Listening Standards;
- Language Standards, including conventions of Standard English, vocabulary and usage, and a knowledge of language that enables them to communicate clearly in both conversation and writing.

Students will show progress in reading as demonstrated by their performance on the Fountas & Pinnell Benchmark Assessments (F & P) administered every 4-6 weeks over the course of the year. Administered *once*, the F & P system provides information to:

- Determine three reading levels for each student: Benchmark Independent, Benchmark Instructional, and Recommended Placement
- Group students for reading instruction

- Select texts that will be productive for a student's instruction
- Identify students who need intervention and extra help

Administered *more than once*, F & P documents student progress across a school year and across grade levels.

Students will also show progress on a nationally-normalized assessment—e.g., TerraNova—advancing a minimum of one grade level per year.

Mathematics

Lashon Academy students will demonstrate proficiency in the understanding and application of mathematical skills and concepts as measured by Lashon internal assessments and the California State Test, Math. They will demonstrate through their work the eight essential mathematical practices identified in the California Common Core Content Standards for Mathematics and show proficiency in the five key content areas including:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations
- Geometry

Unit tests from enVision Mathematics will also measure progress and provide data to inform the instructional program. Students will also show progress on a nationally-normalized assessment—e.g., TerraNova—advancing a minimum of one grade level per year.

Science

Lashon Academy students will demonstrate proficiency in all areas of the California Science Content Standards, including:

- Physical Sciences
- Life Sciences
- Earth Sciences
- Investigation and Experimentation

Achievement will be measured by the California adopted program assessments, internal assessments, and in fifth grade by the CST Science test.

Social Studies

Lashon Academy students will demonstrate proficiency relevant to History and the Social Sciences as measured by both internal assessments and the California adopted program assessments.

The program will be aligned with the California History-Social Science Content Standards, focusing on both the intellectual skills and content specified in the standards.

Students will demonstrate the skills of chronological and spatial thinking; research, evidence, and point of view; and historical interpretation as they address the content themes of Learning and Working Now and Long Ago, A Child's Place in Time and Space, People Who Make a Difference, Continuity and Change, and so on.

In addition to the standard content—and in support of the Modern Hebrew language acquisition approach—students will demonstrate their growing knowledge of the culture and history of Israel and its immigrant communities. For example, in Kindergarten, students will demonstrate their knowledge of Israel related to Standard K.2 (Students recognize national and state symbols and icons.); Standard K.4 (Students compare and contrast the locations of people, places, and environments and describe their characteristics.); and Standard K.6 (Students understand that history relates to events, people, and places of other times.).

Modern Hebrew

Lashon Academy students will demonstrate steady progress in the acquisition of speaking, listening, reading and writing skills in Modern Hebrew as measured in accordance with the American Council on the Teaching of Foreign Languages (ACTFL) guidelines for these four language skills.

Students will demonstrate their growing oral competency through oral proficiency interviews that employ the ACTFL Rating Scale, which distinguishes major ranges and sublevels of language proficiency.

Assessments will also be aligned with the World Language Content Standards for California Public Schools and will demonstrate grade-appropriate growth in Stages I – IV of all areas—Content, Communications, Cultures, Structures, and Settings.

Students will demonstrate their growing proficiency both during explicit Hebrew instruction, as well as during other academic and non-academic activities. For example, the incorporation of the history of Israel and its immigrant communities into the History-Social Science curriculum will provide an opportunity for students to demonstrate their growing language ability in the context of learning history concepts and content.

Students will also demonstrate their growing proficiency by using Hebrew during transitional periods, lunch, and recess.

STUDENT ACHIEVEMENT TARGETS FOR API, AYP AND STAR PROGRAM

Lashon Academy will meet or exceed both government benchmarks for achievement and the School's own high academic standards.

Lashon will meet or exceed the following API growth indicators:

1. Participation rate in STAR testing will be at least 95%.
2. The established growth target, reaching annual API of 800 within the five-year term of this charter.
3. Adequate Yearly Progress goals for the school, as required by NCLB.

In addition:

- a. English Learners will progress at least one performance level (beginning, early intermediate, intermediate, early advanced, advanced) in at least two categories of evaluation (listening, speaking, reading, writing, and comprehension) on the California English Language Development Test CELDT each year.
 - b. Special Education Students will demonstrate appropriate progress toward goals in their IEPs each year.
4. By the end of the charter term, at least 75% of the students will score proficient/advanced on the CST in English Language Arts and Mathematics.
 5. 75% of the students will score satisfactorily at grade level on summative assessments in state-approved textbooks for Social Studies and Science by the end of the charter term. Assessment data will be based upon, publisher provided unit tests, project learning outcomes, and student notebooks for reflection. Based on data that staff collects and there is a need to development grade level or subject specific assessments that will be determined during Professional Learning Communities and Professional Development time.
 6. Students in all subgroups will demonstrate year-after-year progress toward achieving proficiency goals.

ADDITIONAL MEASURABLE STUDENT OUTCOMES

Given its commitment to Modern Hebrew language acquisition, Lashon will implement assessments that are aligned with the Proficiency Approach and World Language Standards and establish clear benchmarks for student outcomes.

Several assessment measures will be available to address the needs of students who join the school after grades K or 1—and who, thus, may require additional support to catch up with the educational program. These interventions are based on student needs and might include; daily academic Hebrew intervention scheduled into the school program by a paraprofessional or small group instruction based on assessment outcomes during workshop time to address the needs of these students.

Several assessments will be employed:

- ELLOPA (Early Language Learning Oral Proficiency Assessment)—Administered at the end of Kindergarten and Grade 1 (may be replaced by OPI for Grade 1 depending on the level of student).
- OPI (Oral Proficiency Interview)—Administered at the end of Grades 2-6 (may be administered at end of Grade 1 depending on the level of the student).
- Letter Recognition and Writing, Reading and Writing Summative Assessments (K-6).
- Curricular Unit Assessments in all four language skills (Listening, Speaking, Reading & Writing (K-6).

The school will attain the following grade-specific assessment results in this area:

1. By the end of Kindergarten students will:
 - As measured by the ELLOPA, 75% of students will perform at the Novice-mid level in oral skills and Novice-high in listening.
 - As measured by a Letter Recognition & Writing Summative Assessment, 50% of students will be able to recognize all Hebrew letters in their print form.
2. By the end of Grade 1 students who have been enrolled at the school for at least two consecutive years:
 - As measured by the ELLOPA or OPI, 75% of students will be able to perform at the Novice-high level in oral and Novice-mid in written skills.
 - As measured by a Letter Recognition & Writing Summative Assessment, 75% of students will be able to write all letters of the Hebrew alphabet in print.
 - As measured by the ELLOPA or OPI, 75% of students will be able to perform at the Intermediate-mid level in Listening.
 - As measured by a Summative Reading Assessment, 75% of students will be able to read at the Novice-mid level.
3. By the end of Grade 2 students who have been enrolled at the school for at least two consecutive years:
 - As measured by both OPI and Summative Reading & Writing Assessments, 50% of students will be able to perform at the Intermediate-low Levels in oral, reading and writing skills.
 - As measured by Summative Listening Comprehension, 50% of students will be able to perform at Intermediate-mid in listening skills.
 - As measured by a Summative Letter Recognition & Writing Assessment, 50% of students will recognize all the Hebrew letters in both script and print forms (Hebrew script is significantly different from print).

4. By the end of Grade 3 students who have been enrolled at the school for at least two consecutive years:
 - As measured by both OPI and Summative Writing Assessments, 75% of students will function within the range of the low Intermediate-mid to Intermediate-low levels in oral and writing skills.
 - As measured by the Summative Reading Assessment, 75% of students will function within the range of the Intermediate-mid to Intermediate-low levels in reading.
 - As measured by a Summative Listening Comprehension, 75% of students will function within the range of the Intermediate-mid to Intermediate Low in listening skills.
5. By the end of Grade 4 students who have been enrolled at the school for at least three consecutive years:
 - As measured by both OPI and Summative Writing Assessments, 50% of students will continue function at the low Intermediate-mid level in oral and writing skills.
 - As measured by both OPI and Summative Writing Assessments, 25% of students will function at the Intermediate-mid level in oral and writing skills.
 - As measured by Summative Reading Assessments, 50% of students will continue to function at the Intermediate-mid level in reading.
 - As measured by Summative Reading Assessments, 25% of students will function at the strong Intermediate-mid level in reading.
 - As measured by the OPI, 75% of students will function at the strong Intermediate-mid in listening skills with some students moving towards the low-advanced level.
6. By the end of Grade 5 students who have been enrolled at the school for at least four consecutive years:
 - As measured by both OPI and Summative Writing Assessments, 50% of students will continue to function at the Intermediate-mid level in oral and writing skills.
 - As measured by OPI and Summative Writing Assessments, 25% of students will function at the strong Intermediate-mid level in oral and writing skills.
 - As measured by Summative Reading Assessments, 50% of students will continue to function at the Intermediate-mid level in reading.
 - As measured by Summative Reading Assessments, 25% of students will function at the strong Intermediate-mid level in reading.
 - As measured by a Summative Listening Comprehension, 75% of students will function at the strong Intermediate-mid level in listening skills with some students moving towards intermediate-high level.

ACCOUNTABILITY FOR STUDENT PROGRESS

Ultimate accountability for student progress falls to the Principal of the school; however, there are specific individual roles for the Curriculum Coordinator and classroom teachers that will ensure that instruction and assessment are well aligned and instructional staff are focused on their students' progress.

The Curriculum Coordinator, working with oversight from the Principal, will review teacher-developed tests and other classroom-based tools used to measure students' mastery of covered material to ensure that they are rigorous and aligned to the learning standards. The Curriculum Coordinator will be responsible for CST Testing.

Teachers will be responsible for utilizing assessment data that indicates student progress on an ongoing basis and adjusting their instruction and planning based on the assessment results. Teacher evaluations will incorporate assessment data that indicate levels of student growth and achievement in their classroom.

ASSESSMENT SCHEDULE

The overarching schedule for assessments is described in Table 48. List of Assessments and When Administered, provided in Element 3, Methods by Which Student Outcomes Will Be Measured.

Element 3 – Methods by Which Student Outcomes will be Measured

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

Ed. Code § 47605 (b)(5)(C)

*TESTING — LAUSD-SPECIFIC LANGUAGE

Lashon Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Lashon Academy does not test (i.e., STAR, CELDT, CAHSEE) with the District, Lashon Academy hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as Lashon Academy³⁷.

METHODS FOR ASSESSING STUDENT OUTCOMES

Lashon Academy will employ formative, interim, and summative assessments to closely track student progress in all subject areas and to drive instruction. These assessments will include state-mandated tests, commercially available norm-referenced and benchmark assessments, and internally developed formative, interim, and summative assessments that are consistent with the school’s instructional design and mission.

Lashon Academy will administer all mandated California State assessments as required by law. Lashon Academy will also administer school driven assessments including a standardized assessment, teacher generated assessments and unit tests, as well as an assessment series measuring Hebrew acquisition by its students. Specifically, Lashon Academy will administer the following assessments to the following grades of students:

- The initial California English Language Development Test (CELDT, all grades to new students identified as potential ELs by the Home Language Survey) to determine English proficiency within 30 calendar days after they enroll if Lashon Academy is their first enrollment in a California public school or if their CELDT record is not available from their previous California public school.
- The annual CELDT to identified ELs during the annual assessment window from July 1 through October 31, until they are designated Reclassified English Proficient (RFEP).
- The California English Language Development Test (CELDT, all grades to new students identified as potential ELs by the Home Language Survey) to determine English proficiency.
- The California Standards Test (CST) for 2nd grade – 6th grade.

³⁷ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

- The California Modified Assessment or California Alternate Performance Assessment (only if determined by the student's IEP and meets testing requirements)
- Standards-based Tests in Spanish (as needed)
- The CTB TerraNova Reading and Math—Grades 1-6
- The Fountas & Pinnell Benchmark Assessment System—Grades K-6, 6-week assessments
- The enVision Math program - K-6 - baseline, formative and summative assessment– Grades
- Scott Foresman Social Studies and Science - Grade K-6 - unit tests, teacher-made tests, notebooks, lab books, project rubrics
- Foundations– K-6, placement and ongoing assessments, as a supplement for Els and low-achieving students
- Words Their Way programs - K-3, placement and ongoing assessments
- ReadWell– K-2, placement and ongoing assessments
- ELLOPA (Early Language Learning Oral Proficiency Assessment)—Administered at the end of Kindergarten and Grade 1 (may be replaced by OPI for Grade 1 depending on the level of student).
- OPI (Oral Proficiency Interview)—Administered at the end of Grades 2-6 (may be administered at end of Grade 1 depending on the level of the student).
- Letter Recognition & Writing, Reading and Writing Summative Assessments (K-6).
- Curricular Unit Assessments in all four language skills (Listening, Speaking, Reading & Writing (K-6).
- California Fitness Test (CFT) for appropriate grade levels

The purpose of each assessment is described below.

CTB TerraNova Reading and Math

The TerraNova, a nationally-normed standardized achievement test in reading and math, provides information for national and school-to-school comparisons, as well as year-to-year growth information for each student. It will be administered in grades 1 through 6 upon enrollment in the School and then every spring. The results will be used to identify areas of weakness for the purpose of developing academic interventions and to measure growth over time. Due to their age, kindergarten students will *not* be assessed on the TerraNova. However, they will be assessed using Fountas & Pinnell Benchmark Assessment System, envision Math, Words Their Way, and Foundations.

The TerraNova has its roots in the California Achievement Tests and is generally well aligned with state and common core standards. It is published by CTB McGraw Hill and there is a wealth of research behind the development of the assessment. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills.

Fountas & Pinnell Benchmark Assessment System

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool allows teachers, literacy specialists and others to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels. In fact, there is a strong relationship between the reading accuracy rates of Fountas & Pinnell Benchmark Assessment System 1 fiction and nonfiction books and the accuracy rates of the texts used for assessments in Reading Recovery (convergent validity) with correlations of .94 (fiction) and .93 (nonfiction). This is an important finding because the Reading Recovery Text Level Assessment, like the Fountas & Pinnell Benchmark Assessment System, assesses decoding, fluency, vocabulary and comprehension. Further, Reading Recovery was recognized by the U.S. Department of Education as an effective and scientifically based reading program. These reinforce the validity of the Fountas & Pinnell Benchmark Assessment System.

California English Language Development Test

To assess potential English Language Learners identified through a Home Language Survey, Lashon Academy will utilize the California English Language Development Test (CELDT) upon student entry unless their CELDT record is available from their previous California public school, and then annually as required. This will enable the school to assess both the placement and the progress of English learners.

Additionally, as required by Section 3302 of Title III of the ESEA (20 *United States Code* Section 7012), if Lashon Academy receives Title III funds, the school will, not later than 30 days after the beginning of the school year or within two weeks of the child being enrolled in a language instruction program after the beginning of the school year, inform parents or guardians of the reasons for the identification of their child as an EL and that the child is in need of placement in a language instruction program.

Students who achieve the State "English Proficient" standard (i.e., an overall score of "early advanced" or "advanced" with no score below "intermediate" in

listening/speaking [grade K and up] and reading/writing [grades 2 and up] will be considered for Re-designation as Fluent English Proficient (RFEP) according to criteria determined by the Lashon Academy Board that will include CST performance in ELA, teacher evaluations, and parent consultation.

California Standards Tests

Lashon Academy's assessment and evaluation program will support each student with the knowledge and skills necessary to score proficient or advanced on the mandatory California Standards Tests.

Where appropriate, students will also have access to the California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), and Standards-based Tests in Spanish (STS). A student's participation in the CMA or CAPA will be determined by the child study team utilizing guidelines provided by the California State Department of Education (<http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp>) and consistent with Title 34 of the Code of Federal Regulations, Part 200—Title I—Improving the Academic Achievement of the Disadvantaged. Their participation in the STS will be determined by measured levels of English proficiency in accordance with State guidelines.

California Fitness Test

The primary goal of the California Fitness Test (CFT) is to help students start life-long habits of regular physical activity to promote a level of fitness that offers a degree of defense against diseases that come from inactivity.

An employee of Lashon Academy (not a parent) will administer the California Fitness Test (CFT) to students in the fifth grade each year in the testing window of February through May. The test will include measures in the following six required categories: Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

CONTENT-SPECIFIC ASSESSMENTS

Assessment in English Language Arts

Teachers will administer the Fountas & Pinnell *Benchmark Assessment System* in four to six-week cycles. They will collaborate to analyze results focusing on the cueing systems a student is and isn't using. They will also focus on the "word work" necessary to additionally support a student's reading progress.

Based upon these analyses, teachers will create a POA (Plan of Action) for each of their students. These analyses will enable teachers to set individual student goals, for the

six-week cycle, to teach the skills, strategies and “word work” the assessments have identified. Teachers will form their guided reading and guided writing groupings based upon these analyses as well. Students will be grouped by need rather than by reading level.

Reading conferences will be an assessment that will occur daily. During this interaction of a teacher with a single student, teachers will:

- Listen to a student read aloud to determine accuracy and fluency
- Ask questions regarding what the student is reading to determine comprehension
- Demonstrate the strategies of good readers, such as self-monitoring by a look-back strategy
- Explain the value of using such readers’ strategies regularly
- Reinforce direct instruction done in the whole-class setting by repeating a point
- Converse with the student about any problems they have noticed or the student has identified
- Make recommendations regarding things the student might enjoy or benefit from reading or writing
- Discuss reading habits
- Strategize with the student about what needs to happen next
- Evaluate the student’s reading accuracy by taking a running record

Teachers will enter data from these conferences into a conference binder (see below). This binder will contain pages for each student in the class and it will be a record keeping system of the conferences. The pages will note what was discussed, the strategy modeled/taught and goals the conference set for the student.

Table 46. Conference Binder

Date:	Book:	Level:	Page:
What we talked about	Strategy taught by teacher	What student will work on	

Professional development regarding the architecture of a conference as well as administration and analysis of the Fountas & Pinnell Benchmark Assessment System will be scheduled. The supports for these assessments will be ongoing throughout the school year.

In addition the conference records, the binders will allow teachers to record baseline assessment data, student vocabulary lists, assessment of on-demand writing, and other assessment results from the Read Well and Words Their Way programs.

Assessment in Mathematics

enVision MATH provides an instructional design where assessment frequently monitors progress. It is this frequent monitoring that gives students valuable feedback and course corrections, while giving teachers information about students that will guide their instruction. Timely intervention helps focus the instructional process

Table 47. enVision MATH Instructional Design

At the start of the year:
• Placement Test
• Diagnostic Test
At the start of a topic:
• Review What You Know
During a lesson:
• Do you understand?
• Prevent misconceptions
• Error Intervention (If...Then...)
• Re-teaching Set (if necessary)
At the end of a lesson:
• Quick Check
At the end of a topic:
• Topic Test
Every four topics:
• Cumulative Test
• Benchmark Test
End of year:
• Cumulative Test
• Practice Test

Class Record Forms will be completed following each assessment. Topics and subtopics are noted and teachers will group students based upon the assessment results for additional interventions lessons as needed.

Assessment in Social Studies

Lashon Academy will use the California State adopted Scott Foresman Social Studies program and implement it as described in the Social Studies scope and sequence Bundles. In addition, teachers will use program assessments (benchmark and cumulative), recommended interventions and supplementary materials (ELs/High Achieving Students/Struggling Students) as determined by the program and assessment outcomes.

Students will complete an end of chapter test following the unit of study. These tests contain multiple choice and short response questions. Additionally, there will be extended response questions. Teachers observe and assess and intervene in real-time to focus the instruction based upon student need.

Embedded in the social studies program is the Culture and History of Israel and its Immigrant Communities CHIIC curriculum and service learning projects. For leadership building every student will participate in at least one service learning project a year, as measured by self-reflections, sign-in sheets and project goals, such as fundraising amount. The CHIIC curriculum is project based as is service learning. Students will have portfolios and assessment will be rubric-based. The Social Studies curriculum provides the vehicle by which Lashon Academy can address two important and unique aspects of its academic program—its exploration of the (CHIIC) in the context of both American and world history. Lashon Academy understands that Social Studies is the integrated study of history, geography, economics, government and civics. But most importantly it is the study of humanity, of all people and events that have affected the world. Lashon Academy feels that American students should not only become knowledgeable about U. S. History and the fundamental concepts of our democracy, but should also be knowledgeable about Middle Eastern, Asian, African, European, and Latin American history. Lashon Academy students will explore the culture and history of a particular cultural minority to affirm, value, understand and appreciate all cultures.

Assessment in Science

Lashon Academy will use the California State adopted Scott Foresman Science program and implement the programs as described in the Science scope and sequence bundles. In addition, teachers will use program assessments (benchmark and cumulative), recommended interventions and supplementary materials (ELs/High Achieving Students/Struggling Students) as determined by the program and assessment outcomes.

Students will complete an end of chapter test following the unit of study. These tests contain multiple choice and short response questions. Additionally, there are “hands-on” questions where students perform tasks and then draw conclusions to answer questions. This process is reinforced throughout the unit of study and teachers are assessing student learning throughout the unit of study. Interventions are made real-time to focus the instruction based upon student need.

Assessment in Modern Hebrew

At the core of the Proficiency Approach to Modern Hebrew language acquisition is assessment. The approach distinguishes between two types of assessment:

1. Assessment for achievement
2. Assessment for proficiency

Achievement is assessed primarily, but not only, through end of unit assessments in all four language skills (reading, writing, listening, and speaking), and it pertains to the specific topics and content, including vocabulary, expressions, sentence structures, communicative tasks, cultural and universal information, that were studied in each thematic unit.

Proficiency is assessed on an ongoing (daily) basis, and at the end of the year as a summative assessment. The daily lesson plan is designed to enable students to demonstrate their proficiency in the language. By this we mean, their capacity to take what they have learned and apply it in a new situation.

The following are the oral and written assessment tools that will be used to measure proficiency in Modern Hebrew (See [APPENDIX C, PROFICIENCY APPROACH](#)):

1. **ELLOPA (Early Language Learning Oral Proficiency Assessment)**—Administered at the end of Kindergarten and Grade 1 (may be replaced by OPI for Grade 1 depending on the level of student).
2. **OPI (Oral Proficiency Interview)**—Administered at the end of Grades 2-6 (may be administered at end of Grade 1 depending on the level of the student).
3. **Letter Recognition & Writing, Reading and Writing Summative Assessments** (K-6).
4. **Curricular Unit Assessments** in all four language skills (Listening, Speaking, Reading & Writing (K-6).

Student performance on each of these assessments is measured in accordance with the American Council on the Teaching of Foreign Language (ACTFL) Proficiency guidelines for reading, writing, speaking and listening.

The most prevalent type of assessment which is formative in nature focuses on student progress on both a weekly and daily basis. This assessment determines the learning and lesson goals for the upcoming immediate period of time. This type of assessment occurs daily through interactions with students in all four of the language skills (reading, writing, listening and speaking). The Principal, through classroom observations and meetings, helps teachers to recognize student levels and adjust learning goals accordingly.

In addition to this type of daily assessment, students undergo summative assessments of material learned following each curricular unit of study. Depending on the grade level, the number of units per school year is between four longer units and six shorter units with more units occurring in the younger grades. These evaluations

primarily assess student achievement but also seek to measure the student’s capacity to use the material learned in multiple situations.

End-of-year assessments in Hebrew are administered in spring. Depending on grade level and proficiency determines assessment type. Oral Proficiency Interview (OPI); students in Grades K and 1 also undergo this proficiency assessment in its early childhood form: Early Language Learning Oral Proficiency Assessment (ELLOPA). Assessors are trained and certified by the American Council on the Teaching of Foreign Languages (ACTFL). The interview process enables the assessor to determine the precise proficiency level of the student based on the ACTFL guidelines.³⁸ These results are tracked from year to year.

These assessments based on ACTFL guidelines will also be aligned to California’s World Language Content Standards to ensure that the school is addressing these requirements.

ASSESSMENT PLAN SCHEDULE

The following table summarizes the various assessments described above and provides a general schedule for administration.

³⁸ According to the American Council on the Teaching of Foreign Languages (*ACTFL Proficiency Guidelines Revised 2012*), the ACTFL Proficiency Guidelines have gained widespread application as a metric against which to measure learner’s functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. The guidelines provide highly stratified and highly defined levels of proficiency starting with lowest level Novice Low (having no real functional ability, and because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange) up

Table 48. List of Assessments and When Administered

Name of Assessment	Purpose	Grades Administered	When Administered
California State CST - ELA (Alternately, CMA, CAPA or STS)	Identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing.	2-6 & Writing test for Grade 4	Spring ³⁹ Except the Writing test or make-up exam are administered during on the designated dates in March (unless school is not in session) or May.
California State CST - Math (Alternately, CMA, CAPA or STS)	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving	2-6	Spring ⁴⁰
California State CST - Science (Alternately, CMA, CAPA or STS)	Identify students' ability to meet or exceed grade level standards in content and reading and writing strategies (document based questions) in Science	5	Spring ⁴¹

³⁹ CST dates are determined by testing coordinator to occur during a 25-day window comprised of the 12 days before and 12 days after the day on which 85% of the instructional year is completed per California Code of Regulations. Title 5. Education. § 855. Testing Period.

⁴⁰ ibid

⁴¹ ibid

Name of Assessment	Purpose	Grades Administered	When Administered
California English Language Development Test (CELDT)	<p>Required state test for English language proficiency that must be given to students whose primary language is other than English. The CELDT purpose:</p> <ol style="list-style-type: none"> 1. Identify students with limited English proficiency. 2. Determine the level of English language proficiency of those students. 3. Assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English. 	K-6	CELDT will be given to all students whose home language is not English within 30 calendar days after they enroll for the first time in a California public school. LEAs also are required to administer the CELDT annually to identify ELs until they are RFEP during the annual assessment window from July 1 through October 31. ⁴²
California Physical Fitness Test	To help students start life-long habits of regular physical activity to promote a level of fitness that offers a degree of defense against diseases that come from inactivity.	5	During the February-May window
TerraNova (Reading and Math) - English	Estimate the general developmental level of students; identify each student's areas of strength/weaknesses in subject areas and achievement information to monitor year-to-year developmental changes.	1-6	Annually every Spring

⁴² [HTTP://WWW.CDE.CA.GOV/TA/TG/EL/CEFCELDT.ASP](http://www.cde.ca.gov/ta/tg/el/CEFCELDT.ASP)

Name of Assessment	Purpose	Grades Administered	When Administered
Fountas & Pinnell Benchmark Assessments - English	<p>To determine three reading levels for each student: benchmark independent, benchmark instructional, and recommended placement</p> <p>To group students for reading instruction</p> <p>To plan efficient and effective instruction (purposeful)</p> <p>To identify students who need intervention and help to document student progress across a school year</p>	K-6	Beginning October for K-2; for all other grades beginning September in 4-6 week cycles.
ELLOPA¹ (Early Language Learning Oral Proficiency Assessment) Hebrew	To allow young students to demonstrate their precise level of Hebrew performance in oral fluency, grammar, vocabulary, and listening comprehension based on Center for Applied Linguistics and ACTFL ratings.	K-1	Late Spring
OPI¹ (Oral Proficiency Interview) Hebrew	To allow students to demonstrate their precise proficiency level of Hebrew performance in oral fluency, grammar, vocabulary and listening comprehension based on the ACTFL guidelines.	1-6	Late Spring
Letter Recognition & Letter Writing Summative Assessment - Hebrew	To determine if students have mastered the ability to recognize and write Hebrew letters, both in their print and script forms.	K-2	June
Written Summative Assessment - Hebrew	To determine the development level of students' Hebrew written skills based on ACTFL guidelines; identify each student's areas of strength/weaknesses and achievement information.	2-6	Late Spring

Name of Assessment	Purpose	Grades Administered	When Administered
Reading Summative Assessment - Hebrew	To determine the development level of students' Hebrew reading skills based on ACTFL guidelines; identify each student's areas of strength/weaknesses and achievement.	2-6	End of unit and end of year
Curricular Unit Assessments English	Commercial or teacher-developed summative assessments covering material from an entire unit of study.	K-6	K-6, Curricular unit assessments are determined by the length of the unit and vary in length. Teachers will follow the scope and sequence of the programs.
Teacher & Hebrew Instructor Generated Assessments (English & Hebrew)	Teacher-developed assessments (tests, quizzes, homework or other graded and ungraded assignments) administered to assess students' mastery of material covered in class at a given point within a unit of study.	K-6	Daily, weekly or at end of units and term as determined by the teacher.
ReadWell Assessments	Initial assessment/placement, assessing student growth	K, 1	ongoing
Written Reflections, sign-in sheets, and projects goals	To measure Service-Learning outcomes, every student will participate in at least one service learning project a year to develop leadership abilities.	K-6	ongoing
Words Their Way	Initial Placement, differentiation, ELLs	K-3	ongoing

Note: The ELLOPA is developed by the Center for Applied Linguistics and are aligned with ACTFL guidelines for foreign language proficiency in all language domains. OPI is designed by ACTFL.

USE OF ASSESSMENT DATA

Lashon Academy will be a data-driven culture where student assessment results from a variety of assessments will be at the heart of all professional conversations about student work, achievement and professional development. Lashon Academy's instructional methodology, the workshop model and the Proficiency Approach, supported by our co-teaching and language integration model, will allow our school to:

- meet our mission of producing students with a strong academic foundation;
- meeting or exceeding state performance standards;
- develop a high degree of Modern Hebrew language proficiency .

Both the workshop model and methodologies informed by the Proficiency Approach are grounded in ongoing student assessment. They allow teachers to individualize instruction to the needs of individual learners so that at all times, every student's needs are being addressed. For instance in ELA, teachers will administer the Fountas & Pinnell *Benchmark Assessment System* every four to six-weeks. They will collaborate to analyze results focusing on the cueing systems a student is or is not using. They will also focus on the “word work” necessary to additionally support a student's reading progress.

Based upon these analyses, teachers will create a Plan of Action (POA) for each of their students. These analyses enable teachers to set individual student goals, for the six-week cycle, to teach the skills, strategies and “word work” the assessments have identified. Teachers will form their guided reading and guided writing groupings based upon these analyses as well. Students are grouped by need rather than by reading level allowing teachers to address identified gaps in student knowledge immediately and in a focused way allowing students to make steady progress towards grade level process. This process is replicated in all core subjects using subject-specific formative and summative assessments.

The system of ongoing formative assessments will track the learning of state benchmarks, performance indicators and key ideas in the months and years leading up to the California State Tests. These assessments will allow teachers to identify students in need of remediation in specific skill areas and provide the appropriate academic support necessary for mastery of the content and skills and success on the California tests and beyond.

The standardized test in use--TerraNova, Fountas & Pinnell Benchmark Assessment System, and the California mandated assessments—are research-based and reliable and valid measures of student performance and achievement. Supporting these measures will be unit tests based on specific curricula and texts in each subject area. Teacher-generated tests will be used to assess student learning on specific areas of the curriculum.

Teacher-generated assessments will include both formative and summative assessments. Grade level teachers will collaborate and create tests based upon the goals

for each of the units of study during the embedded professional development time (see daily schedule and school calendar). Item analyses will be conducted to determine necessary re-teaching. Formative assessments deliver information during the instructional process before the summative assessment and are a critical component of the school's use of data to drive instruction. Both teachers and students use formative assessment results to make decisions about what actions to take to promote further learning. Formative assessment, or assessment for learning, supports learning in two ways:

Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield benefits to student learning.

Students can use evidence of their current progress to actively manage and adjust their own learning.

For Hebrew language instruction, assessment is at the core of the Proficiency Approach to Hebrew language acquisition. The approach distinguishes between two types of assessment: assessment for achievement and assessment for proficiency.

Achievement is assessed primarily, but not only, through end of unit assessments in all four language skills. Proficiency is assessed on an ongoing (daily) basis. The daily lesson plan is designed to enable students to demonstrate their proficiency in the language. By this we mean, their capacity to take what they have learned and apply it in a wholly new situation.

The most prevalent type of Hebrew assessment focuses on student progress on both a weekly and daily basis. This assessment determines the learning and lesson goals for the upcoming immediate period of time. Pursuant to this framework, the first task of the professional development process is to train teachers to recognize where, at any given moment, a student is in terms of the proficiency levels. Teachers are then able to recognize student needs and adjust learning goals accordingly. The Curriculum Coordinator, through weekly (and, if necessary more than weekly) classroom observations and meetings, helps teachers to recognize student levels and adjust learning goals accordingly.

In addition to this type of daily assessment, students undergo summative assessments of material learned following each curricular unit of study. Depending on the grade level, the number of units per school year is between two and six units with more units occurring in the younger grades. These evaluations primarily assess student achievement but also seek to measure the student's capacity to use the material learned in multiple situations.

Finally, at the end of each school year beginning in Grade 2, students undergo a major proficiency assessment entitled the Oral Proficiency Interview (OPI); students in Grades K and 1 also undergo this proficiency assessment in its early childhood form: Early Language Learning Oral Proficiency Assessment (ELLOPA). Assessors must be certified by the ACTFL and the Center for Applied Linguistics.

Assessment results are tracked from year to year. An analysis of the results for a given student, class, or grade level will enable school leadership to determine where the problems lie. Teachers will create assessment binders, to house all assessments. The results of these assessments will be entered throughout the year on “Monitoring for Results” sheets. Student progress is then tracked throughout the year. Upon graduating to the next grade these results are shared through class reorganization meetings.

Alternatively, an analysis of particularly positive data will enable leadership to understand what occurred instructionally and/or within the curriculum that resulted in expectations being exceeded. It is important to note that ELLOPA and OPI are video-taped and transcribed to enable careful discourse analysis of the students’ speech sample during the interview.

Professional development for teachers prior to the start of the year, and ongoing throughout the year, focuses heavily on assessment designed for listening, reading and writing. In the first year, the Curriculum Coordinator with consultation from the Director of Hebrew Educational Programs at HCSC, will design the summative assessments and carry out the Oral Proficiency Interviews.

The Curriculum Coordinator with oversight of the Principal will review teacher-developed tests and other classroom-based tools used to measure students’ mastery of covered material to ensure that they are rigorous and aligned to the learning standards. Part of the school’s professional development for teachers will focus on creating teacher-developed assessments aligned to state standards and a reliable grading rubric to ensure scoring of those assessments provides an objective and accurate measure of students’ progress towards mastery of standards.

Use of Assessment Data to Inform Instruction

A key element of Lashon Academy’s educational program is the use of assessment data to identify student needs and tailor instruction to address them. Lashon Academy’s comprehensive assessment program will include a variety of tools, such as standardized and teacher made assessments, and teacher observations of students’ performances.

Lashon Academy’s assessment program will provide the data to determine student achievement by individual student or aggregated by class, grade and school. Analysis of student data will include the disaggregation of data into such categories as gender, special needs, free and reduced lunch status and race, and will provide information about Lashon Academy’s degree of success not only in the aggregate but also with respect to the disaggregated categories.

Based on this information, Lashon Academy’s teachers are expected to identify instructional practices that are successful and those that need to be improved. Areas of teacher improvement that are revealed through this analysis will be addressed in the teacher’s professional development plan. Consultations will occur between the teacher and administration regarding improvement of teacher pedagogy. Lashon Academy’s

commitment to using data to drive instruction is further demonstrated by its inclusion of “effectiveness of use of student assessment data” as a criterion in teacher evaluation.

Teacher planning will be informed by assessment results. Teachers will also practice a diagnostic/prescriptive approach to instruction that incorporates a high degree of individualization of instruction, which is facilitated through the workshop model.

How Assessment Data Will be Communicated to Parents/Guardians

Ongoing communication regarding student performance will be an essential element of the Lashon Academy program. In addition to regular report cards that summarize student progress, parents, teachers, and students will meet for conferences throughout the year to discuss student growth, both academically and non-academically. Student’s internal assessment results (from assignments, tests, etc.) will be available online to parents via the school’s student information system.

The school will also provide interim progress reports, in between reports cards, to notify parents of any difficulties their students are facing. These reports are an invitation to a further dialogue between parents and teachers.

The significance of a particular assessment result is not always readily apparent, so informal communication directly between parents and teachers will be encouraged.

Lashon Academy Grading Policy

Lashon Academy believes that clear, comprehensive feedback is essential for student growth and achievement—and to keep parents well informed about their children’s growth.

Grades at Lashon Academy will be an accurate indication of a student’s demonstrated level of skills, knowledge, and actual performance, based on assessments that are aligned with the Lashon Academy charter and state standards. All grades will be supported by both quantitative and qualitative assessment data.

Grade formats will be appropriate to the grade level—the goal is that they be intelligible to both students and their parents.

When a student’s work and grades indicate a need for additional support or remediation, the school will develop a plan of action (POA) to address the necessary steps, including additional in-class support or afterschool tutoring.

As a public school, Lashon Academy is committed to serving all children, and to meeting the needs of all its students to ensure their success. Struggling students will receive the best support our resources allow.

Element 4 – Governance

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

CHARTER SCHOOL INCORPORATION

Lashon Academy will operate as a directly funded and independent charter school and as a California 501 (c) (3) Nonprofit Public Benefit Corporation pursuant to California Law. The Lashon Academy Articles of Incorporation [APPENDIX E] were filed on April 6, 2011 with the California Secretary of State. Lashon Academy will be governed pursuant to its Corporate Bylaws [APPENDIX F] which shall be consistent with the California Charter Schools Act [Ed. Code § 47600 *et seq*] and compliant with the Ralph M. Brown Act [California Government Code § 54950 *et seq*] (“Brown Act”).

*ETHICS AND CONFLICT OF INTEREST — LAUSD-SPECIFIC LANGUAGE

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

*DISTRICT RIGHT TO APPOINT A SINGLE REPRESENTATIVE — LAUSD-SPECIFIC LANGUAGE

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

RELATIONSHIP WITH THE DISTRICT

Lashon Academy will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and Lashon Academy.

Lashon Academy and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School⁴³. Pursuant to California Ed. Code § 47604(c), the District shall not be liable for the debts and obligations of Lashon Academy, operated as a California Nonprofit Public Benefit Corporation, or for claims arising from the performance of acts, errors, or omissions by Lashon Academy, so long as the District has complied with all oversight responsibilities required by law.

⁴³ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

Lashon Academy will be non-sectarian in all its operations including admission policies and employment practices. Lashon Academy shall not charge tuition and shall not discriminate 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.

GOVERNANCE STRUCTURE & DECISION-MAKING PROCESS

As provided for in the California Corporations Code, a Board of Directors will govern Lashon Academy. The Board members have a legal fiduciary responsibility for the wellbeing of Lashon Academy.

The Board of Directors of Lashon Academy is the School's oversight and policy-making body. Appropriate Board decisions include setting the budget, determining the strategic plan, formulating major policy, overseeing the school's compliance with relevant laws and regulations and raising funds to support the growth of the school. The Board of Directors may delegate certain responsibilities and duties to the School's Principal or other staff, under the following conditions: (a) that the school staff will operate with oversight from the Board of Directors; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the school.

The Board will appoint a Principal who will be responsible, under the authority of and with oversight by the Board, for implementation of the school's academic programs and for the operational management of the school. The Principal will report directly to the Board.

Maintaining Active and Effective Control of Lashon Academy

The Board will use data to ensure objectivity when looking at school performance. The Board will establish a data-driven process for evaluating the Principal and a data-driven framework for the Principal to use when evaluating the School's administrative and instructional staff. Student achievement data—along with data from interviews and classroom observations—will be analyzed to determine whether individual student, classroom and school-wide targets are being met and how effective the leadership and instructional staff are in helping students achieve academically.

The use of data by the Board will help improve the quality of its decisions. Student assessment and achievement data will be collected, managed and stored in a secure data warehouse that provides online access to data and presents data in comprehensive and understandable reports. In addition, the Board will require the school management to prepare reports and/or make Board presentations on a regular basis regarding a variety of data, including assessment results, attendance/disciplinary information, and relevant

personnel-related data such as daily teacher attendance rates and teacher certification rates. As described in Element 1, The Educational Program, Lashon Academy will use the OnCourse Student Information System, provided by HCSC to its Network schools, to store and manage data. Through HCSC and its Network schools, Lashon Academy will be able to compare student achievement data at Lashon Academy to student achievement data at other HCSC network schools across the nation.

The Board will use data to: (1) establish priorities; (2) measure whether the School is meeting its mission and goals, particularly those related to student achievement; (3) evaluate the effectiveness of Lashon Academy's policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold the Principal, instructional staff and other administrators, as well as the Board itself, accountable for results; (7) "de-personalize" decisions; and (8) make informed budget decisions.

Board Duties and Responsibilities

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect Lashon Academy. The Board is fully responsible for the operation and fiscal affairs of Lashon Academy. The Board's responsibilities include, but are not limited to, the following:

- overseeing implementation of Lashon Academy's mission and vision;
- setting strategic direction;
- hiring, firing, overseeing, evaluating, and supporting the Principal;
- adopting policies to ensure that Lashon Academy is run effectively, legally, and ethically, including establishing fiscal controls for purchasing, expenditures, checkbook reconciliation, etc.;
- adopting policies and approving other documents as required by state or federal law, especially pertaining to categorical funds;
- approving and monitoring the implementation of the fiscal, legal, student achievement and governmental functions of Lashon Academy;
- approving and monitoring Lashon Academy's annual budget and budget revisions.
- monitoring Lashon Academy's operational budget and finances for long-term viability;
- ensuring that adequate funds are secured for the operating and capital needs of Lashon Academy, including raising funds;
- increasing public awareness of Lashon Academy in the community and bringing the views of the community to Lashon Academy;
- ensuring compliance with the Brown Act and other laws applicable to a California public charter school;

- selecting and contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- receiving the annual performance report and annual independent fiscal audit and directing their transmittal to entities designated in Ed. Code § 47605 (m); and
- approving and executing all other responsibilities provided for in the California Corporations Code, Lashon Academy's Articles of Incorporation and corporate bylaws, and this charter, as necessary to ensure the proper operation of Lashon Academy.

The Board may execute any powers delegated by law to it, shall discharge any duty imposed by law upon it, and may delegate any of those duties with the exception of budget approval or revision, acceptance of fiscal and performance audits, and adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Such delegation will:

- be in writing;
- specify the entity designated;
- describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- require an affirmative vote of a majority of Board members.

Selecting Members of the Board of Directors

As delineated in the Lashon Academy bylaws, the initial Board will consist of no less than three (3) members and no more than seven (7), including one parent or guardian of a Lashon Academy student to be named after the school's initial enrollment is known. Additionally, in accordance with Ed. Code §47604(b), the District may appoint a representative to sit on Lashon Academy's Board. Sitting Directors will designate and select subsequent members in accordance with provisions in the Lashon Academy bylaws. Except for the initial Board, whose members will elect to serve an initial staggered term of service of either one (1), two (2), or three (3) years, each Board member will serve staggered, renewable, three-year terms of service so that terms are staggered to provide for continuity.

After the Board is seated, the number of directors serving on the Board shall be no less than three (3) and no more than seven (7), unless changed by amendments to the bylaws. All directors shall be designated by the existing Board members. Board membership will not include current staff, interested parties (i.e., anyone who would gain financial benefit from decisions made by the Board), consultants to Lashon Academy, or relatives of employees or members on the Board.

As the need arises, the Board will fill vacant or additional seats with individuals who have experience in areas such as finance, accounting, real estate, elementary education, fundraising, community and public relations, marketing, business and strategic planning, legal and human resources, and not-for-profit governance.

The Board is cognizant of the need it will have throughout the life of the school to continue to draw new members to the board to fill open seats as well as to plan for board member succession. It is critical that the Board collectively have the requisite experience and a network to help the school prosper. The Board will look for individuals who bring the experience and expertise needed by our school as it grows from a start-up to a maturing academic institution by using the following plan which has been adapted from information taken from: **Creating an Effective Charter School Governing Board**⁴⁴, Chapter 2 *Identification and Recruitment of Board Directors*:

1. **Engage in Ongoing Board Development.** The Board will continually engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating potential and existing board members. (See “Board Training” below.)
2. **Link Board Recruitment to the School’s Charter and Strategic Planning process.** It is important to match board recruitment and development activities with the new requirements and demands called for by the school’s charter and strategic plan. The Board will periodically review the mission, vision, goals and strategies, and consider any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the Board to do its part in advancing the school plan.
3. **Focus Recruiting Priorities.** The Board will periodically review the school’s strategic plan, the performance requirements of the Charter, as well as the profile of current Board’s attributes, in order to identify any gap between the skills and knowledge needed on the Board, and what Board directors currently possess. Based on this analysis, the Board may establish recruiting priorities for future Board recruitment. Examples of recruiting priorities might include:
 - More community leaders who have the ability to raise significant sums of money; or
 - More individuals living in the community served by the charter school.
4. **Determine Strategies to Build Board Diversity.** An issue for any charter school board is achieving diversity in its composition. The Board will make diversity a priority for the organization. As a means of fulfilling its mission of making this a school of the community, the Board will ensure that community stakeholders are represented on the Board.

The public trusts Lashon Academy Board members to manage public monies and donated funds to fulfill the organization’s mission. Prohibiting individuals with financial

⁴⁴ [HTTP://WWW.USCHARTERSCHOOLS.ORG/GOVERNANCE/](http://www.uscharterschools.org/governance/)

ties to the school from serving on the Board will enable Board members to exercise their three overarching duties as members of the nonprofit organization's Board of Directors:

- **Duty of Care** when providing programmatic and fiduciary oversight of all aspects of Lashon Academy;
- **Duty of Loyalty** to the best interests of the school, not to personal gain; and
- **Duty of Obedience** to the organization's mission.

Board Training and Planning

The Board of Directors and key staff will participate in annual training on their responsibilities under the Brown Act, applicable conflicts of interest laws, including the Political Reform Act and the anti self-dealing provisions of the California Corporations Code, and the roles and responsibilities of the Board. The Board may select experts such as Middleton, Young and Minney, LLP, or the Greater Capacity Consortium, to provide this training. Lashon Academy also intends to send Board members and appropriate staff members to regional and state trainings, such as the California Charter Schools Association's (CCSA) annual charter school conference or the Charter School Development Center's (CSDC) annual leadership update, for training on a broad array of topics to support their continuous development as school leaders. The Board will use a portion of HCSC planning and start-up grants for Board and key staff training, and routinely budget for future training.

Board Fiscal Planning

To aid Board planning, the Principal or designee will inform the Board quarterly about student achievement. Lashon Academy intends to contract with a back office fiscal service provider, such as ExED. The fiscal service provider will provide quarterly informational updates to the Board on Lashon Academy fiscal matters such as required reports, cash-flow status, balance sheet statements, deferral and payment schedules, audit findings, grants offered by the Department of Education and others, and charter finance in general. If at any time Lashon Academy has not contracted with a back office fiscal service provider, then Lashon Academy will hire a Business Manager to provide required reports and fiscal updates to the Board each quarter.

BROWN ACT COMPLIANCE

Lashon Academy will comply with the Brown Act. The requirements of the Brown Act include, but are not limited to, the matters referenced below.

Meeting Frequency & Noticing by Type of Meeting

The Board of Directors will conduct open meetings at least quarterly during the school year. One meeting each year will be designated the Annual Meeting for the

purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. All notices and activities will be in accordance with the provisions of the Brown Act. Agenda will be posted for public viewing at least 72 continuous hours prior to a regular meeting and at least 24 continuous hours prior to a special meeting. Posting will occur at least one hour prior to an emergency meeting and as soon as possible after directors are informed for a dire emergency meeting, as these rare occasions are defined in the Brown Act (Government Code § 54956.5). All board actions will be recorded by the board secretary in the minutes and retained in the public access board binder in the front office.

Closed Sessions

Closed sessions shall be noticed on posted agenda and actions taken in closed sessions shall be announced reported out of closed session in open meetings as required by the Brown Act. Closed sessions will only be conducted in the manner and for the purposes described in the Brown Act. In general, the permitted purposes of closed sessions are as follows:

- **Personnel** -- To discuss the appointment, employment, performance evaluation, discipline, complaints about or dismissal of a specific employee or potential employee (Government Code § 54957), unless the employee requests a public meeting on any charge or complaint. Closed sessions are not allowed for discussing the following: general employment; independent contractors not functioning as employees; salaries; the performance of any elected official, or member of the board; or Lashon Academy's available funds, funding priorities or budget.
- **Pending Litigation** -- If open discussion would prejudice the position of Lashon Academy in the litigation. To qualify, Lashon Academy must be a party to pending litigation (Government Code § 54956.9(a)); or expect, based on certain specified facts, to be sued (Government Code §§ 54956.9(b)(1),(b)(2)); or expect to file suit itself (Government Code § 54956.9(c)).
- **Labor Negotiations** -- To instruct Lashon Academy's identified negotiator on compensation issues (Government Code § 54957.6).
- **Property Negotiations** -- To discuss price or payment terms with Lashon Academy's identified bargaining agent. Final price and payment terms must be disclosed when the actual lease or contract is discussed for approval (Government Code § 54957.1(a)).
- **Others** -- To discuss license applications for people with criminal records (Government Code § 54956.7); threats to public services or facilities (Government Code § 54957); or insurance pooling (Government Code § 54956.95)).

Location of Board Meetings

The Board will hold all meetings at the Lashon Academy site, unless otherwise noted in agenda and will hold all meetings at locations within the jurisdictional boundaries of the Los Angeles Unified School District except in limited circumstances, (Government Code §§ 54954(b)-(e)), and in places accessible to all, with no fee (Government Code § 54961(a)).

Parent, Student, Teacher, Other Staff & Other Stakeholder Consultation

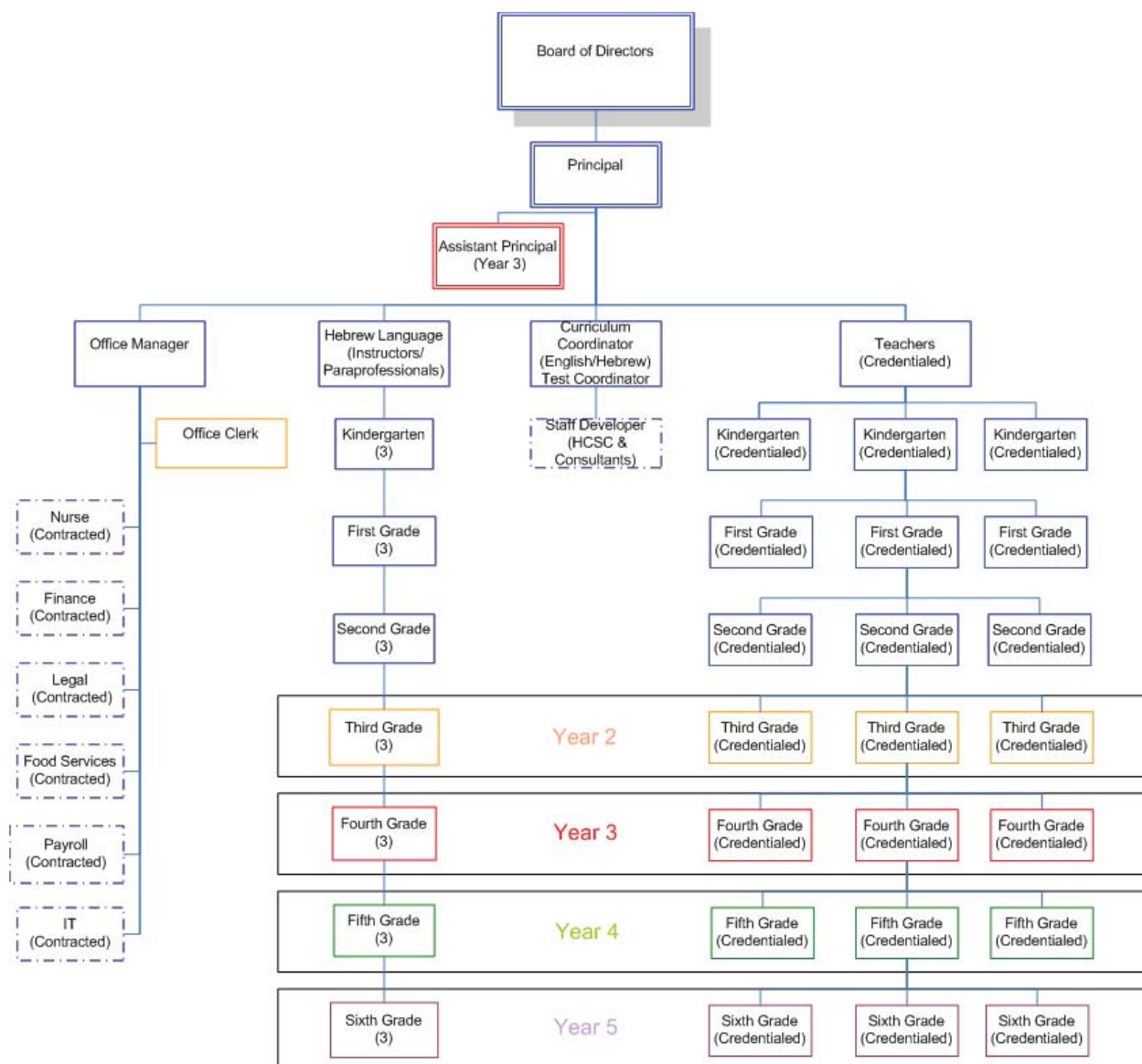
Lashon Academy will encourage parents, students, teachers, other staff, and other stakeholders to attend, listen and comment on Lashon Academy's educational program at Board meetings by posting meeting notices with agenda on the Lashon Academy website, at the school site, and at the meeting location if different from the school site. Each Board meeting will include an opportunity for parents, staff and general members of the public to address the Board (Government Code (§ 54954.3(a))).

PARENT INVOLVEMENT

Lashon Academy encourages parents to be involved in all aspects of the school. In addition to providing a parent representative seat on the Board of Directors, parents will be encouraged to attend all Board meetings, volunteer at the school site, and form a Parent Advisory Council. Through the Parent Advisory Council and the parent representative on the Board, parents can make their voices heard on broad issues or concerns. Parents and guardians will be encouraged to communicate with their children's teachers about their children's learning program. The Office Manager will be the primary point of contact for questions and referrals to other school personnel. Lashon Academy will provide a list of activities for parents on Lashon Academy's website and in the *Parent and Student Handbook* distributed each year. Programs, events and a list of parent involvement activities will be posted in other places available to parents, such as school newsletters, on the school calendar, in student classrooms, or in the school lobby.

ORGANIZATION CHART

Lashon Academy Organization Chart (See below and [APPENDIX G](#)). Lashon Academy will have a traditional governance model, with a School Principal reporting to a Board of Directors and serving as the individual fully accountable for all day-to-day school functions and operations.



RÉSUMÉS AND QUESTIONNAIRE RESPONSES

Résumés and questionnaire responses for each of the Founding Board members are located in [TAB 10](#).

ETHICS AND CONFLICT OF INTEREST POLICY

Lashon Academy will comply with applicable conflict of interest laws including the anti self-dealing provisions of the California Corporations Code 1090, and the Political Reform Act.

Form 700 Statement of Economic Interests

In accordance with the Political Reform Act, as part of compliance with the LAUSD Conflict of Interest Code (<http://www.lausd.net/ethics>) every member of Lashon Academy's Board of Directors and each other Designated Position will file a state-mandated *Form 700 Statement of Economic Interests* with the District as follows:

- (1) within 30 days of assuming office;
- (2) annually thereafter; and
- (3) within 30 days after leaving office.

Designated Positions include any officer, employee, member, or consultant meeting the three-pronged criteria established under state law. Lashon Academy will designate these positions in its Conflict of Interest Code (see [APPENDIX H](#)). Lashon Academy will forward each individual's original Form 700 to the Innovation and Charter Schools Division (ICSD), keep a copy on file at Lashon Academy's primary administrative office, and make any individual Form 700 available, upon request, for inspection by any member of the public.

GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

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

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

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

The *Lashon Academy Employee Manual* and *Lashon Academy Parent and Student Handbook* will include the Board-adopted Lashon Academy grievance procedures.

***LAUSD CHARTER POLICY – LAUSD-SPECIFIC LANGUAGE**

Lashon Academy Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

***RESPONDING TO INQUIRIES — LAUSD-SPECIFIC LANGUAGE**

Lashon Academy 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. Lashon Academy 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 — LAUSD-SPECIFIC LANGUAGE**

Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Lashon Academy.

AUDIT AND INSPECTION OF RECORDS

The Lashon Academy Board will commission an annual financial audit by an independent third party auditor who will report directly to the Board. The Board will receive and review the final audit report, and ensure that copies are provided to the entities designated in Ed. Code § 47605 (m), including the chartering entity.

Any audit exceptions or deficiencies will be resolved to the satisfaction of the Board and the chartering entity.

The Board will select an auditor by spring prior to year end (June 30th). The Board will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to:

- An audit of the accuracy of the financial statements
- An audit of the attendance accounting and revenue accuracy practices
- An audit of the internal control practices

Lashon Academy will abide by the California Public Records Act and make available all public records in accordance with the law.

PROCESS OF AMENDMENT TO CHARTER

Lashon Academy reserves the right to amend its charter at any time subject to LAUSD Board of Education approval. All amendments will require the majority vote of the Lashon Academy Board of Directors. Any material revisions to the charter must be submitted to the LAUSD Board of Education for approval. Lashon Academy will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

PUBLIC LAWS (STATE AND FEDERAL LAWS)

In addition to state codes cited above, including the Brown Act, Lashon Academy will comply with all federal and state laws, regulations, and codes pertaining to charter schools as public agencies and pertaining to Lashon Academy as a nonprofit public benefit corporation.

Lashon Academy will 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).

CONTRACTUAL SERVICES

Lashon Academy plans to operate an efficient campus as a nonprofit entity. At times, this will require contracting services from outside providers, such as the District and private providers. On-going contracts for service to nonprofit schools commonly include meal preparation and delivery, police and security, credential and criminal background review of personnel, janitorial service, and fiscal and attendance accounting services.

SUPERVISORIAL OVERSIGHT SERVICES

Lashon Academy understands that Ed. Code § 47604.32(b)–(d) requires, among other things, that the authorizing entity do the following:

- visit each charter school at least annually;
- ensure that each charter school under its authority complies with all reports required of charter schools by law; and
- monitor the fiscal condition of each charter school under its authority.

This supervisory oversight may include, but is not limited to, financial auditing, enrollment verification, site visits to the campus, review of school and student performance, and consideration of charter school amendments and renewal. As required in Ed. Code § 47613, Lashon Academy has budgeted one (1%) percent of its anticipated general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632, to compensate the District for the District's cost of performing supervisory oversight.

Element 5 – Employee Qualifications

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

Lashon Academy believes that all of its employees play a key role in creating a successful learning environment. The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities.

Lashon Academy believes that all persons are entitled to equal employment opportunity. Lashon Academy 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.⁴⁵

NO CHILD LEFT BEHIND (NCLB)

Lashon Academy will comply with the mandates of No Child Left Behind (NCLB) as they apply to charter schools. General Education teachers that teach core subjects will meet requirements specified in NCLB. The Principal or designee will ensure that credentials are processed and monitored in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of Highly Qualified for the purpose of compliance with NCLB. See Procedures for Monitoring Credentials, below, and Element 1, [NCLB — STUDENT ACHIEVEMENT AND CREDENTIALING](#).

ROLES AND FUNCTIONS OF STAFF

Year 1 staffing at Lashon Academy will include the following key positions with the roles and functions listed:

Principal

- Attends to issues that concern Lashon Academy as a whole; ensures that the school is meeting its mission and vision by facilitating communication and building consensus among teachers, staff, families, the Board, and the authorizer in support of the school’s mission
- Develops a larger vision for the future direction of the school while overseeing its day-to-day operations

⁴⁵ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

- Ensures the administrative success of all school programs and compliance with the school's approved charter, Board policies, appropriate governmental statutes, its authorizer's regulations and all other applicable governmental laws and regulations
- Fosters the achievement of all Lashon Academy students and the continual renewal of its charter by its authorizer
- Communicates the vision of the school to the general public by representing the school to parents, community leaders and the media
- Maintains overall responsibility for the public relations, marketing and communication between the School and its key stakeholders
- Oversees implementation of parent outreach and student recruitment
- Designs and oversees the budget and all fiscal reports and audit procedures with the support of the Board Treasurer and the fiscal services provider
- Monitors legislative and policy developments related to programmatic and fiscal operations
- Leads the hiring process with the support of the Curriculum & Instruction & Testing Coordinator (Curriculum Coordinator) and makes all staff hiring and firing decisions.
- With support from the Curriculum Coordinator, does the following:
 - Enhances teachers' understanding and instruction of California frameworks and content standards to facilitate meeting API/AYP targets and to further the mission of Lashon Academy
 - Oversees the compliant administration of all required standardized tests
 - Analyzes formative and summative student assessment data to guide improved student achievement
 - Leads faculty development of curriculum and instructional strategies
 - Designs a staff development plan which is data driven and consistent with fostering measurable student outcomes
 - Evaluates faculty and staff
 - Oversees credentialing paperwork and the monitoring process
- Enforces student discipline policy
- Receives complaints and grievances and responds appropriately to address or resolve the concerns
- Reports to the Board
- Supports work of Board committees
- Oversees work of administrative committees

Curriculum & Instruction & Testing Coordinator (Curriculum Coordinator)

- Oversees the language integration program at Lashon Academy
- Creates a timetable for internal and state-mandated external assessments and supervises its implementation
- Measures the success of all education programs at the school using California content standards, the Proficiency Approach, and the national standards for foreign language learning
- Analyzes assessment data to track English Learners' second language mastery
- Coordinates with Special Education teachers regarding instruction of children with special needs and oversees implementation of services for students with special needs
- Coordinates with outside professional developers and other consultants in the development and implementation of the school curriculum
- Coordinates assessment, observation and evaluation of instructors with the Principal
- Supports the Principal to do the following:
 - Enhance teachers' understanding and instruction of California frameworks and content standards to facilitate meeting API/AYP targets and to further the mission of Lashon Academy
 - Analyze student assessment data to guide improved student achievement
 - Lead faculty development of curriculum and instructional strategies
 - Design a staff development plan which is data driven and consistent with fostering measurable student outcomes
 - Evaluate faculty and staff
 - Oversee credentialing paperwork and the monitoring process
- Works collaboratively with teachers
 - To assist with curriculum development
 - To integrate Hebrew language effectively into the curriculum in age- and culturally-appropriate ways
 - To develop and implement the integration of service learning into the curriculum
 - To development or adapt specialized curriculum related to Hebrew language integration in general and to the Culture and History of Israel and its Immigrant Communities specifically
- Writes and submits reports regarding program goals and student progress as required by the Principal

Credentialed General Education Classroom Teachers, Grades K-6

- Ensure that all students in their classes are achieving at high levels both academically and socially
- Develop effective, standards-aligned lessons that support student learning and achievement of state learning standards and school academic objectives and benchmarks
- Plan purposefully to provide students with opportunities to construct meaning and to develop understandings of new concepts
- Use developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments of each student
- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement
- Work collaboratively with Curriculum Coordinator
 - To assist with curriculum development
 - To integrate Hebrew language effectively into the curriculum in age- and culturally-appropriate ways
 - To develop and implement the integration of service learning into the curriculum
 - To development or adapt specialized curriculum related to Hebrew language integration in general and to the Culture and History of Israel and its Immigrant Communities specifically
- Collaborate with Hebrew instructors, specialists and other colleagues in designing and co-teaching lessons that integrate Hebrew language into other content areas and classroom routines when appropriate, in order to promote the acquisition of the Hebrew language as well as to improve student achievement
- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the Lashon Academy community
- Build relationships with families of Lashon Academy students through frequent communication about students' progress and ways that families can support their children's learning

- Create a classroom community that maintains the school's high academic and social expectations for students
- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
- Operate according to the professional standards of the school, as defined in the school's policies and Employee Handbook

Hebrew Instructors & Paraprofessionals (Hebrew/English), Grades K-6

- Ensure that all students in their classes are achieving at high levels in the Hebrew language curriculum
- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks, including Hebrew language acquisition, and state learning standards
- Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts
- Use developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments of each student
- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement
- Work collaboratively with Curriculum Coordinator
 - To assist with curriculum development
 - To integrate Hebrew language effectively into the curriculum in age- and culturally-appropriate ways
 - To develop and implement the integration of service learning into the curriculum
 - To development or adapt specialized curriculum related to Hebrew language integration in general and to the Culture and History of Israel and its Immigrant Communities specifically
- Collaborate with general education credentialed teachers, specialists and other colleagues in designing and co-teaching lessons that integrate Hebrew language into other content areas and classroom routines when appropriate, in order to promote the acquisition of the Hebrew language as well as to improve student achievement

- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the Lashon Academy community
- Build relationships with families of Lashon Academy students through frequent communication about students' progress and ways that families can support their children's learning
- Create a classroom community that maintains the school's high academic and social expectations for students
- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
- Operate according to the professional standards of the school, as defined in the school's policies and Employee Handbook

Office Manager

- Establishes and maintains an organized front and back office at the school
- Oversees school safety and security procedures, including drills
- Attends to student health and welfare as needed
- Receives, greets and refers people contacting or visiting the office to appropriate persons or information
- Serves as the primary point of contact for questions and referrals to other school personnel
- Oversees the collection and maintenance of all student records
- Follows school procedures for student and staff attendance keeping and record keeping; prepares and maintains employee and student attendance records as required
- Manages personnel-related records and activities, including monitoring records for tuberculosis screening and credential expiration dates
- Maintains Lashon Academy human resource packets, including the following information
 - Prerequisites for hiring
 - New hire packet
 - Separation and/or dismissal procedures
 - Public and confidential information stored in main employment files
 - Confidential medical information in a separate medical file
 - Confidential employment eligibility information in a separate I-9 file

- Maintains and insures proper use of confidential files, which may include student, personnel and payroll records
- Maintains records required by the Ralph M. Brown Act
- Maintains inventory record; orders and distributes supplies as required
- Manages maintenance of office equipment (e.g., scanners, printers, computers, and facsimile machines), including interacting with suppliers and service engineers and monitoring equipment contract fulfillment
- Maintains up-to-date copies of all school supplier contracts, contact lists for staff and committee members and records of all domain names owned by school ensuring that registrations are up-to-date
- Ensures that school calendar is kept up-to-date
- Performs routine clerical duties such as
 - Posting data, filing, maintaining filing systems, proofreading, copying data and operating office machines and equipment
 - Distributing papers and information packs for all meetings organized by school staff
 - Receiving, sorting and distributing incoming mail;
 - Preparing outgoing mail, including large mailings when required
- Performs specialized secretarial duties designed to relieve supervisors of clerical detail

Clerk

- Performs a variety of general clerical work in connection with maintaining and verifying manual, machine, or computer prepared financial and statistical records and reports
- to assist in the preparation of fiscally related reports and records
- to act as a receptionist, route, and process intra-district and United States mail
- assembles, tabulates, checks, and files accounting related data
- processes documents including invoices, purchase orders, warrants, and inventory records
- may post to fiscal and financial records
- may post to subsidiary ledgers; assist in preparing financial statements
- review and balances machine and computer prepared reports
- performs mathematical calculations; may receive money and maintain records of cash receipts
- accounts for and prepares bank deposit documents; may prepare warrants and warrant registers

- types requisitions and other related documents; maintains fiscal and financial related records and files
- performs general clerical duties, including sorting, filing, duplicating, answering the telephone and maintaining the voice mail system, and responding to informational inquiries
- greets employees and members of the general public and assists them by providing directions to offices and persons from whom they may receive assistance
- may take and transmit messages; may sort, collate, and distribute materials
- may post to records and develop files
- maintains simple records pertaining to postal meter charges
- may type lists, bulletins, reports, and routine correspondence; performs other related duties as required.

Other Year 1 staffing will be provided by contracted service or purchased from the authorizer, Los Angeles Unified School District. Lashon Academy plans to purchase services from LAUSD for the following key functions: school nurse, school psychologist for testing, and special education. Lashon Academy will contract for fiscal services, budgeting assistance, accounting, and payroll services from a back-office support company, such as ExED. Lashon Academy also plans to outsource technology support, food service, and custodial service.

QUALIFICATIONS, REQUIREMENTS AND CREDENTIALS

Lashon Academy employees will meet all requirements for employment set forth in provisions of law that are applicable to charter schools, including NCLB requirements for paraprofessionals and teacher credentials, as necessary. Additional desired qualifications are described below.

All

- Understanding of and commitment to the mission, goals, educational philosophy and activities of Lashon, as described in the school's charter
- Criminal background clearance following FBI/DOJ background check
- Tuberculosis (TB) clearance
- Commitment to continuous improvement and learning through professional development

Principal

- An educational vision that is consistent with the school's mission and educational program.
- Familiarity with and commitment to implementing a language integration (Modern Hebrew) program
- Five years' experience in an educational or related organizational setting either as a principal, assistant principal, head of school or as an executive director or CEO of a midsize not-for-profit organization
- Strong knowledge of leadership principles and practices gained through work experience and formal education
- Recruiting and supervising skills and experience
- Exceptional speaking and writing skills
- Exceptional knowledge of elementary curriculum and instructional practices
- Strong business and operations knowledge and skills
- Exceptional interpersonal and motivational skills
- Decision-making confidence
- Excellent time management and organizational skills
- Facility with computer technology and data analysis experience
- Desirable:
 - Experience in a school serving at-risk and diverse populations
 - Knowledge of Hebrew language and culture
 - Charter school experience
 - California Administrative Services Credential

Curriculum & Instruction & Testing Coordinator

- Linguistics or second-language acquisition education or experience
- Experience implementing, managing and evaluating an educational program and specific experience in assessing the effectiveness of a language program
- Experience overseeing and developing teachers
- Teaching credential and five years teaching experience
- Familiarity with standardized testing procedures
- Bilingual or multilingual
- Desirable:
 - Familiarity with language integration, the Proficiency Approach, and the Readers and Writers Workshop model

- Master's degree
- California Administrative Services Credential or Doctoral degree in Education
- Charter school experience
- Knowledge of Hebrew language and culture

Credentialed General Education Teachers

- A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to have
- Fulfillment of all “highly qualified teacher” requirements as that term is defined under NCLB and further defined by California State regulations implementing the NCLB requirements, unless such requirements are deemed by the federal or state government not to apply to charter schools
- CLAD or BCLAD certification
- Bachelor's degree
- Three years' experience as a teacher in an elementary school or in another relevant educational positions (e.g. Teach for America)
- Knowledge of the workshop model
- Demonstrated and successful record of prior employment in an educational environment
- Knowledge of, and experience with, assessments and relevant technologies
- Demonstrated willingness to be held accountable for student results
- Commitment to continuous improvement and learning through professional development
- Knowledge of child development
- Experience working collaboratively
- Commitment to team-teaching in a foreign language integration education program
- Hebrew language teachers must be able to speak Hebrew with native or near-native fluency
- Desirable:
 - Bilingual (including English/Spanish, English/Hebrew)
 - Experience working with diverse populations of students, parents and families
 - Experience working with students at-risk of educational failure

Hebrew Instructors & Paraprofessionals (Hebrew/English), Grades K-6

Currently NCLB requires that paraprofessionals for instructional support do the following:

- earned a high school diploma or the equivalent, **and**
- completed two years of college (48 units), **or**
- received an Associates' degree (or higher); **or**
- passed a local assessment of knowledge and skills in assisting in instruction.
- For Hebrew Instructors and Teacher Assistants, they must demonstrate a high proficiency in the Hebrew language by demonstrating speaking, reading and writing skills as measured by job history, academic background, an interview by the Principal and Curriculum & Instruction Coordinator that will consist of a writing sample, reading prompt and speaking sample.

Office Manager

- Experience working with elementary age children
- Training, experience or education equivalent to two years of college
- Strong communications skills
- Successful record of prior employment in an administrative or secretarial capacity in an educational environment
- An excellent record of dependability
- Evidence of word processing, record keeping and other office skills
- Knowledge of and experience with relevant technologies

Clerk

- Knowledge of basic methods practices and terminology used in fiscal and financial record management; accounting/bookkeeping procedures; accounting principles and data processing ledger systems; operation of office equipment; financial and fiscally related report preparation, and formal modern office practices and procedures; correct English usage, spelling, grammar, and punctuation.
- Ability to: Effectively and efficiently perform general accounting and clerical functions; make arithmetical calculations with speed and accuracy; effectively operate standard business machines and equipment; deal with members of the public and education community in a tactful and courteous manner; understand and carry out oral and written directions; establish and maintain cooperative working relationships.

- Education and Experience: Equivalent to the completion of the twelfth grade, supplemented by course work or training in accounting or bookkeeping. One year college level accounting or business course work desirable.
- One year of experience in financial, statistical, or fiscal record-keeping.
- Licenses and/or Certificates: Possession of a valid California Driver's license may be required.

MEASURES OF PERFORMANCE ASSESSMENT

During the school's start-up period, the Principal and the Curriculum Coordinator will work with the Board to design evaluation processes and tools that use data-driven measures and clear rubrics to assess the performance of all staff.

The Principal and Curriculum Coordinator will formally evaluate instructional staff using the framework outlined by the Danielson Group's ([HTTP://WWW.DANIELSONGROUP.ORG](http://www.danielsongroup.org)) *Framework for Teaching* and its evaluation tools or a similarly aligned protocol.

Lashon Academy will use aspects of the Danielson Group's model in the evaluation of all staff, in particular the development of Professional Improvement Plans (PIP). The PIP is a set of goals created through collaboration with the evaluator and professional to be evaluated in order to promote professional development (taking competent staff beyond competence) or professional learning (active involvement in learning within a collaborative and reflective community.) The staff member and his or her direct supervisor who will be the evaluator created the PIP collaboratively in a mutual dialogue about next steps to the next level. In the Principal's case, the Principal will create his or her PIP with the Board Chair. The Curriculum Coordinator will create his or her PIP in collaboration with the Principal.

The PIP provides opportunity for the particular staff member to express his or her needs for professional growth aligned with better performance outcomes related to his or her roles and responsibilities within the organization. In collaboration with the direct supervisor, the staff member outlines improvement actions most applicable to his or her growth and development, and is supported to reach the projected goals. Frequent reference to and review of the PIP throughout the year ensures that the staff member reaches the goal of improved performance quality and improved outcomes.

Lashon Academy believes that teacher quality is the most important factor in a student's academic success and devotes significant resources to maintain that high level of quality. All teachers will participate in a rigorous professional development calendar (generated in collaboration with the Principal and the Curriculum Coordinator), weekly staff meetings to discuss student achievement, the sharing of effective instructional practices, and analysis of student data.

The Principal and the Curriculum Coordinator will conduct teacher observations and provide coaching during the year, and perform annual teacher evaluations, as outlined in the Employee Handbook, annually. Each observation will include pre-observation communication from the Principal or Curriculum Coordinator regarding timeline and expectations as well as a post-observation conference. These observations will help teachers meet their professional goals and will provide the basis for decisions about contracts and promotions.

Lashon Academy will tie annual contract renewals for all, and performance-based incentives for instructional staff, to individuals' performance evaluations.

Principal Performance Measures

The Board will conduct an annual evaluation of the Principal that uses predetermined measurements such as the following in the assessment:

- Key instructional benchmarks such as the implementation of educational programs outlined in the charter
- Progress towards school accountability goals as measured by school wide multiple measures and State testing results
- Operational benchmarks such as maintaining a fiscally sound charter school by operating within the Board-adopted budget and available cash flow
- Staff, parent and student satisfaction with a school culture that is respectful and inclusive of all members of the learning community as measured by annual surveys
- Other criteria that measure the overall health of the school

Curriculum & Instruction & Testing Coordinator (Curriculum Coordinator) Performance Measures

The Principal will conduct an annual evaluation of the Curriculum Coordinator that uses predetermined measurements of factors such as the following in the assessment:

- Contribution within the scope of the individual's primary job description
- Contributions to the academic achievements of the school as a whole by extending effort beyond the more narrow focus of the job description
- Key instructional benchmarks such as the implementation of educational programs outlined in the charter
- Timely and procedurally compliant implementation of internal and state-mandated external assessments
- Progress towards school accountability goals as measured by multiple measures of school-wide achievement and State testing results

Credentialed Teachers Performance Measures

- The Principal and Curriculum Coordinator will conduct annual evaluations of teachers using predetermined measurements of factors such as the following in the assessment:
- Contribution within the scope of the individual's primary job description
- Contributions to the academic achievements of the school as a whole by extending effort beyond the more narrow focus of the job description
- Effective delivery of instructional techniques and strategies and adherence to curricular objectives, as measured by progress of students towards established standards measured by multiple measures of classroom achievement and State testing results
- Measures of factors such as the following, adapted from the California Standards for the Teaching Profession (CSTP):
 - Engages and supports all students in learning
 - Creates and maintains effective environments for student learning
 - Understands and organizes of subject matter for student learning
 - Plans instruction and designs learning experiences for all students
 - Assesses student learning
 - Develops as a professional educator
- Measures of factors such as the following from teachers' PIP that will demonstrate development as a professional educator:
 - Shares in responsibility for implementing school expectations, priorities, policies, and procedures
 - Works with families to foster collaboration and ensure student success
 - Works with communities to foster collaboration and ensure student success
 - Establishes professional goals and pursues growth opportunities
 - Works with colleagues to improve professional practice
 - Reflects upon teaching practices

Hebrew Instructors & Paraprofessional Performance Measures

- The Principal and Curriculum Coordinator will conduct annual evaluations of paraprofessionals using predetermined measurements of factors such as the following in the assessment:
- Contribution within the scope of the individual's primary job description
- Contributions to the academic achievements of the school as a whole by extending effort beyond the more narrow focus of the job description

- Effective delivery of instructional techniques and strategies and adherence to curricular objectives, as measured by progress of students towards established standards measured by multiple measures of classroom achievement and State testing results
- Measures of factors to assist teachers in the following;
 - Engages and supports all students in learning
 - Creates and maintains effective environments for student learning
 - Understands and organizes of subject matter for student learning
 - Plans instruction and designs learning experiences for all students
 - Assesses student learning
 - Shares in responsibility for implementing school expectations, priorities, policies, and procedures
 - Works with families to foster collaboration and ensure student success
 - Works with communities to foster collaboration and ensure student success
 - Establishes professional goals and pursues growth opportunities
 - Works with colleagues to improve professional practice

Office Manager Performance Measures

The Principal will conduct an annual evaluation of the Office Manager that uses predetermined measurements of factors such as the following in the assessment:

- Support of the mission and vision of the school including effective teaching support as measured by annual surveys of staff, parents and students
- Timely and comprehensive completion of school-based responsibilities
- Quality of communication as measured by observation of interactions with students, parents and faculty and review of written materials
- Punctuality and dependability
- Responsiveness to administrative directives
- Adherence to professional expectations defined in the Employee Handbook

JOB DESCRIPTIONS FOR POSITIONS

Refer to [APPENDIX I](#) for administrative, teaching, and nonteaching staff job descriptions.

PROCESS FOR RECRUITING TEACHERS AND OTHER STAFF

Lashon Academy believes that all of its employees play a key role in creating a successful learning environment. The school will recruit professional, effective, and qualified personnel to serve in all administrative, instructional, instructional support, and

non-instructional support capacities. Lashon Academy will publish all open positions will be published to a broad professional audience with intent to recruit and hire a diverse staff that supports Lashon Academy's language integrated curriculum. All staff will be expected to be sensitive to the linguistic and cultural needs of students and to expand their understanding of such needs through participation in staff development opportunities.

Lashon Academy will recruit teachers and other staff through a variety of means that may include advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, website postings (e.g., California Charter School Association, Charter School Development Center, EdJoin, LinkedIn, Craigslist), and email networks. Lashon Academy will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations, and participating in minority recruitment events. Lashon Academy will also leverage the relationships and experiences of Board members and supporters to extend its outreach, networking and teacher and staff recruitment initiatives.

In order to support its language integration model, Lashon Academy will recruit credentialed bilingual Hebrew/English teachers who are native or near-native Hebrew speakers for Hebrew language instruction and Hebrew language integration. Lashon Academy will recruit Hebrew instructors from the large Israeli and Modern Hebrew speaking population living in Los Angeles and through the networks associated with the Hebrew Charter School Center. Hebrew instructors will receive extensive professional development in the Proficiency Approach through Lashon Academy's association with the HCSC.

GENERAL DESCRIPTION OF COMPENSATION

The school's yearly calendar, length of workday and work year, sick leave, personal leave, and due process procedures for disputes will be further developed by a leadership team including, but not limited to, the Principal and a representative of the teaching faculty. The leadership team's recommendations will be provided to the Board for review, approval, and inclusion in updated policies and in the Employee Handbook on an annual basis.

Salaries of employees will depend on the length and quality of their experience and their relevant educational attainment. Lashon Academy will provide the employer's required share of Social Security, Medicare, worker compensation insurance, and state and federal unemployment insurance. The School will offer health benefits and participation in a 403(b) retirement savings plan to all full-time employees. Employees on charter school leave from LAUSD must suspend district-offered coverage during the term of their employment with Lashon Academy. All full-time employees will earn a number of paid legal holidays not fewer than currently offered by LAUSD for a work year of comparable length.

Lashon Academy recognizes that it is asking teachers for a much greater commitment of time than what would be required of them in traditional public schools and many other charter schools. The school day is extended. Lashon Academy will transparently communicate what it will be asking of potential teachers so that only those who have the passion and desire to transform students using the Lashon Academy model will apply. Lashon Academy recognizes that it cannot compete with the pay scale and generous medical, dental and vision health coverage and retirement plans offered to union teachers in LAUSD for a candidate whose priority is to secure a well-paying 7-hour day job with good benefits. Such a person would not be a good fit for our school.

The high quality candidates we attract and hire will be individuals who are attracted to our mission-driven school and our unique model of Hebrew language integration. They are individuals who believe that all students have a right to a high quality education. They are individuals who believe in accountability. We will be able to retain our high quality teachers because we will support, respect, encourage, motivate them and will provide them with tremendous opportunities to build their capacities and grow in their professions. They will be drawn to the fact that we will give them a voice in our school, and they will have opportunities to shape our school. In addition, Lashon Academy will actively recruit and advertise to hire a diverse staff, posting positions at local community centers, online (school website, EdJoin), present at educational job fairs and post at higher education institutions.

An innovative aspect of compensation at Lashon Academy will be the incorporation of performance-based incentives for instructional staff. The goal of performance-based incentives is to recognize the contributions of individual staff members to the instructional quality of the school. As much as possible, performance-based incentives at Lashon Academy will acknowledge each individual's contribution within the scope of the individual's primary job description, while also rewarding those who contributed to the academic achievements of the school as a whole by extending their efforts beyond the more narrow focus of their job descriptions. Instructional staff will be involved in the development of the plan by working collaboratively with each other and instructional leadership in the formulation of the rubrics necessary to measure achievement of the school's comprehensive goals. Each year the plan will be revised, including annual teacher participation and collaboration in this unique compensation structure.

PROCESS FOR STAFF SELECTION

The Principal will appoint an administrative Human Resources (HR) Committee each year that may include parents, teachers and a Board member. The HR Committee will support the Principal's responsibility to identify vacant positions and hire new personnel. It will perform such duties as recruiting, screening applications, developing interview questions, participating in the interview committee and making recommendations to the Principal. Ultimately, all hiring decisions are the responsibility of the Principal as delegated by the Board.

Lashon Academy will establish a broad and diverse applicant pool for all vacant positions. It will recruit teachers and other staff through a variety of means, as noted in the section on recruitment above. The Lashon Academy hiring process will include five phases.

1. **Screening**—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. Lashon Academy will require candidates to attach a résumé to the application and will retain both the application and the résumé in its employee file. In compliance with law and school policy, Lashon Academy will not ask about age, race, sex, religion, disabilities, physical appearance, political affiliation, national origin, place of birth, length of residence, home ownership, arrest records or minor convictions, military discharge/reserve status, relatives employed by Lashon Academy, spouse, children or family plans, credit history or personal bankruptcy. (Note, while the School will not ask the applicant about arrest records or minor convictions, it will conduct background checks before employment is offered and complete fingerprinting and criminal background clearance before employment commences—see below.)
2. **Interviewing**—Lashon Academy’s interview process will help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. Lashon Academy will develop an interview protocol, a process for checking references, a list of interview questions and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with Lashon Academy’s instructional philosophy and culture. Telephone interviews may be recorded only after informing the candidate that the call will be recorded. Also, at the discretion of the Principal or the Curriculum Coordinator, candidates for teaching positions may be asked to provide a sample lesson and/or portfolio.
3. **Checking References**—Lashon Academy has an absolute policy of calling references provided by the employee, as well as contacting former employers. The Lashon Academy Board recognizes that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee’s past that a reasonable degree of investigation would have uncovered, and if this information would have revealed a distinct possibility of harm. Lashon Academy will therefore implement a rigorous reference-checking procedure.
4. **Offering Employment**—The Principal will offer employment through a job offer letter (conditioned upon tuberculosis and criminal background clearance)

and, in most cases, a telephone call. Lashon Academy's job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will. Lashon Academy will send candidates not selected an Applicant Rejection Letter.

5. **Tuberculosis & Fingerprinting for Criminal Background Screening** — Before employees can begin service at Lashon Academy they must provide evidence of a current negative tuberculosis (TB) determination. In addition, employees must provide fingerprints at a LiveScan service to generate criminal background reports from the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) to Lashon Academy for criminal background review and clearance.

PROCEDURE FOR ADEQUATE BACKGROUND CHECKS & SECURITY OF CRIMINAL OFFENDER RECORD INFORMATION

Following charter approval and receipt of a County-District-School (CDS) number from the California Department of Education, Lashon Academy will file a School Application Packet and Subsequent Arrest Service Contract with the DOJ to become an authorized applicant agency with a unique Originating Agency Identifier (ORI Code) and a Controlling Agency Identifier (OCA Code).

Lashon Academy will provide a "Request for Live Scan Service" form to each applicant selected for employment with the required information so that the School's Designated Custodian of Criminal Offender Record Information (CORI) receives the result of the criminal background review from the DOJ and the FBI.

The DOJ maintains the California Law Enforcement Telecommunications System (CLETS) that provides law enforcement agencies with information directly from federal, state and local computerized information files. The DOJ will coordinate electronic processes resulting from the automated submissions of fingerprints, including forwarding the fingerprints to the FBI.

All CORI, including a finding of "No Record," is confidential information disseminated to applicant agencies authorized by California statute for the purposes of employment, licensing, certification and volunteer clearances. Restrictions are placed on agencies using this data to ensure that the rights of all citizens of California, including an absolute right to privacy (Article 1, Section 1 of the California Constitution), are properly protected.

As an agency receiving background clearance information in response to the submission of applicants' fingerprints, Lashon Academy will fulfill the requirement of California Code of Regulations § 707(a), that automated systems handling criminal offender record information and the information derived there from shall be secure from unauthorized access, alteration, deletion or release by the following means:

1. Criminal Offender Record Information (CORI) shall be accessible only to the Records Custodian and/or hiring authority charged with determining the suitability for employment or licensing of an applicant.
2. Confidential information received electronically or via mail shall be used solely for the purpose for which it was requested and shall not be reproduced for secondary dissemination.
3. Notwithstanding other statutory authority, information received shall not be stored electronically and will be destroyed after the hiring or licensing determination. As recommended by the California Bureau of Criminal Identification and Information, state summary criminal history records obtained for employment, licensing or certification purposes will be destroyed, once a decision is made to employ, license or certify the subject of the record. Lashon Academy will retain the State Identification Number (SID) for the purpose of "No Longer Interested" for subsequent arrest notification services pursuant to Penal Code Section 11105.2.
4. Criminal history background checks will be completed on all individuals with access or proximity to terminals receiving criminal offender record information.
5. Staff with access to criminal offender record information will have received training and counseling on the handling of criminal offender record information and will have signed employment statement forms acknowledging an understanding of the criminal penalties for the misuse of criminal offender record information (Penal Code Sections 502, 11142 and 11143).
6. Lashon Academy will take reasonable measures to locate terminals in a secure area to provide protection from unauthorized access to criminal offender record information by other than authorized personnel.

PROCEDURES FOR EVALUATING CREDENTIALS & MONITORING CHANGES & EXPIRATIONS OF CREDENTIALS & TB CLEARANCES

Lashon Academy teachers will hold the appropriate California Commission on Teacher Credentialing certificate, permit or other document as required for their teaching positions and teachers who provide instruction to English Learners (ELs) will have CLAD or BCLAD certification. At point of hire and at the beginning of each subsequent school year, the Curriculum Coordinator will confirm that teachers' credentials are aligned to their assignments, or inform staff of any required modifications or updating.

Lashon Academy will maintain current copies (front and back) of all teacher and paraprofessional credentials such that they are easily accessible for inspection on site. Records affirming fingerprinting and clearance, and TB determination results will be kept on file at Lashon Academy and will be available for audit.

The Office Manager or a designee will monitor the expiration dates of credentials, certificates and TB clearances to confirm their current status and to remind employees of pending expirations. Each employee will be responsible for securing appropriate renewals and providing copies to the School.

Element 6 – Health and Safety

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

Ed. Code § 47605 (b)(5)(F)

*INSURANCE REQUIREMENTS – LAUSD SPECIFIC LANGUAGE

No coverage shall be provided to Lashon Academy by the District under any of the District’s self-insured programs or commercial insurance policies⁴⁶. Lashon Academy shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Lashon Academy from claims which may arise from its operations. Each Lashon Academy location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Lashon Academy’s insurance shall be primary despite any conflicting provisions in Lashon Academy’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 Lashon Academy 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 Lashon Academy does not operate a student bus service. If Lashon Academy provides student bus services, the required coverage limit is \$5,000,000

⁴⁶ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by Lashon Academy to cover all Lashon Academy employees who handle, process or otherwise have responsibility for Lashon Academy 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 Lashon Academy's insurance shall be primary despite any conflicting provisions in Lashon Academy's policy.

***EVIDENCE OF INSURANCE – LAUSD SPECIFIC LANGUAGE**

Lashon Academy 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 inception, 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 Lashon Academy 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 Lashon Academy.

***HOLD HARMLESS/INDEMNIFICATION PROVISION – LAUSD SPECIFIC LANGUAGE**

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

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

Lashon Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Lashon Academy shall require all employees of Lashon Academy, and all volunteers who will be performing services that are not under the direct supervision of a Lashon Academy employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. Lashon Academy will maintain on file and available for inspection evidence that Lashon Academy has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

HEALTH AND SAFETY

In order to provide safety for all students and staff, Lashon Academy will maintain full health and safety procedures and risk management policies at the school site. Once a site has been determined Lashon Academy will work with its insurance carriers and risk management experts to finalize this manual during the first year of operation.

PROCEDURES FOR CAMPUS VISITORS

No outsider shall enter or remain on school grounds during school hours without having registered with the Principal or designee, except to precede expeditiously to the office of the Principal or designee for registering. If signs posted in accordance with Penal Code § 627.6 restrict the entrance or route that outsiders may use to reach the office of the Principal or designee, an outsider shall comply with such signs. (Penal Code, § 627)

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors working at Lashon Academy during school activities will be required to submit to a criminal background check that will furnish a criminal record summary as required by Ed. Code § 44237 and § 45125.1. New employees and contractors must submit two sets of fingerprints to the California Department of Justice (DOJ) to obtain a criminal record summary from the DOJ and the Federal Bureau of Investigation for the Lashon Academy's review and determination of background clearance prior to their working at the school site. Lashon Academy will designate a person responsible for reviewing the record summary and determining if anything in that record would disqualify the applicant. The Lashon Academy criminal background request form will also include requesting notice of any subsequent arrest. Lashon Academy will maintain a record of the review and the determination, but not divulge or share criminal record history information, including responses that no criminal record history exists. (See Element 5, [PROCEDURE FOR ADEQUATE BACKGROUND CHECKS & SECURITY OF CRIMINAL OFFENDER RECORD INFORMATION](#) for details.)

Volunteers who volunteer outside of the direct supervision of an employee with a background clearance shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of such an employee.

The administration of the school shall monitor compliance with these procedures.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable requirements of the California Abuse Reporting Law in the California Penal Code §§ 11165-11174.5, and Lashon Academy policies and procedures comparable to those used by LAUSD. Reporting procedures will be described in the Employee Handbook.

TUBERCULOSIS (TB) SCREENING REQUIREMENTS

Faculty, staff and volunteers shall present documentation they have been examined by a physician or surgeon who determined they are free of active tuberculosis prior to commencing employment and working with students and repeated at four year intervals, as required by Ed. Code § 49406.

IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations, as required at public schools pursuant to Health and Safety Code §§ 120325-120375, and Title 17, California Code of Regulations §§ 6000-6075.

MEDICATION IN SCHOOL

Lashon Academy will adhere to Ed. Code § 49423 regarding administration of medication in school.

VISION, HEARING/SCOLIOSIS

Students will be screened for vision, hearing and scoliosis by nurses contracted by the school. Lashon Academy will adhere to Ed. Code § 49450, *et seq.*, as applicable to the grade levels served by the school.

FOOD SERVICE AND OTHER AUXILIARY SERVICES SAFETY

Lashon Academy will ensure that its auxiliary services such as food services, transportation, and custodial services are safe. Lashon Academy will contract with an outside agency for its food service needs. Lashon Academy will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from federal and state nutrition programs. Lashon Academy will confirm that the food service provider employs at least one person who is certified in food safety and that the certified individual(s) is recertified every five (5) years by passing an approved and accredited food safety certification examination. Lashon Academy will also review each outside vendor's business and vehicle (when applicable) licenses to confirm they are current. The Principal will ensure that any cleaning supplies, landscaping products, or other toxic or hazardous materials that are stored on site are secured in a locked facility.

MAINTENANCE AND OPERATIONS

Lashon Academy will contract for custodial services to be provided after school hours or hire a full time custodian who will be responsible for basic custodial and maintenance services for the campus grounds and the buildings. Larger maintenance services such as pest management, landscaping, and HVAC system service will be handled by contracting with a company on a case-by-case and fee-for-service basis.

FACILITY PLAN

The Lead Petitioners have not yet identified a site for Lashon Academy. We are working closely with a real estate broker and a real estate developer to identify potential sites in the desired neighborhood of Van Nuys.

Lashon Academy seeks a school facility that optimally meets students' learning needs. In addition to securing a lease that is affordable, has adequate space, is compliant with all health, safety and code requirements, and has room for expansion in subsequent years, Lashon Academy will seek a space that is maximally conducive to the learning needs of elementary students. We will seek a facility in which each classroom provides adequate area for large group, small group, and independent student work, as well as the normal complement of furniture and technology, audiovisual equipment, teacher preparation and storage. Additionally, we will seek classrooms of an adequate size to address movement and circulation, exiting, and handicapped access considerations.

Lashon Academy's current plan is to identify and secure a suitable property in Van Nuys or the surrounding neighborhoods in order to be accessible to families from many Los Angeles communities. Our target geographic area for the facility location is reflected in the composition of the student body described elsewhere in this petition. We will seek a facility with 14,000 - 21,000 square feet (to include room for expansion as school enrollment grows), with area for a children's playground, green space, and ample parking. A location near an existing gym or YMCA would be ideal, as would a nearby library. A very important factor is provision for expansion as the school grows, and a facility that is either already renovated or where the landlord will cover the costs of renovation. Although not ideal, it may be necessary to temporarily locate in a smaller space (maybe, 9,300 sq. ft.) initially. Our hope is to provide at least 50 sq. ft. per enrolled student in the first year.

Possible facilities include commercial and church properties, suitable single tenant properties currently vacated, any current charter school properties with planned or preferred lease terminations, or vacated, planned to be vacated or significantly underutilized private school properties.

Once Lashon Academy is approved, we will have sufficient time in which to secure a site and prepare it for the opening of the school in September 2012.

Note that no Lashon Academy founder or Board member, applicant, partner or board member owns or is connected to any facility that might be leased by the school.

FACILITY SAFETY

The school's facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) and Section 504 access requirements, and other applicable fire, health and structural safety requirements applicable to charter schools.

Lashon Academy will work with qualified real estate agents, architects, or structural engineers to ensure that the facilities selected for the school are one of the

following types of facilities: (1) facilities that comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located; (2) facilities that comply with the Field Act; or (3) facilities exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, such as the federal government.

Lashon Academy agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Lashon Academy shall conduct fire and natural disaster drills monthly and in conjunction with the District (if in a District facility).

Lashon Academy will maintain on file readily accessible records documenting all compliance, including an appropriate Certificate of Occupancy, obtained prior to school opening.

COMPREHENSIVE SCHOOL SAFETY PLAN FOR EMERGENCY PREPAREDNESS

Lashon Academy shall develop in conjunction with law enforcement and the Fire Marshall, maintain on file for review, and adhere to an Emergency Preparedness Handbook drafted specifically to meet the comprehensive safety needs of the school site. This handbook shall include, but not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used previously as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Lashon Academy. School staff will be trained annually on the safety procedures outlined in the Emergency Preparedness Handbook.

FIRE, EARTHQUAKE, LOCK DOWN, AND EVACUATION DRILLS

Lashon Academy shall develop, drill and adhere to the comprehensive safety plan and procedures described in its Emergency Preparedness Handbook. As part of that plan, Lashon Academy shall conduct fire drills monthly and in conjunction with the District (if at District facilities). Students and staff will be instructed in disaster drills including procedures for “duck and cover,” shelter-in-place, lock down, building evacuation, off-site evacuation, and “all clear” notification.

Office personnel will maintain a record of drills and, for fire drills, record the total required time for complete evacuation. In an actual emergency, teachers will maintain, take and re-take roll calls throughout the duration of the emergency in order to account for all students. As required by state law, teachers, paraprofessionals, or other qualified adults will supervise students at all times. Teachers will stay with their classes for the duration of the emergency. In case of evacuation of the school facilities, all students will stay with their teachers at the designated evacuation site until the administrative staff give the “all clear” signal. In the event students cannot return to the school, the administrative staff will notify parents and/or the media about where to pick up students.

In the event of an emergency, California Government Code, Chapter 8, Division 4, Title I, § 3100 and § 3101 declare that all public employees are “civil defense workers subject to such civilian defense activities as may be assigned to them by their supervisors or by law.” In case of earthquake, national disaster, or other emergency, the Lashon Academy staff is not allowed to leave the school until they receive official clearance from school administrative leaders.

BLOOD BORNE PATHOGENS

Lashon Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

Lashon Academy shall function as a drug, alcohol and tobacco free workplace.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

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

ASBESTOS MANAGEMENT

Lashon Academy shall occupy facilities that comply with the asbestos management 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.

HEALTHY SCHOOLS ACT

Lashon Academy will adhere to the Healthy Schools Act – California Ed. Code § 17608, which details pest management requirements for schools.

Element 7 – Racial and Ethnic Balance

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

***COURT-ORDERED INTEGRATION – LAUSD SPECIFIC LANGUAGE**

Lashon Academy 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. Lashon Academy 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.⁴⁷

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

***NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS – LAUSD SPECIFIC LANGUAGE**

The District and Lashon Academy are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Lashon Academy 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 Lashon Academy shall have the right to continue attending Lashon Academy until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Lashon Academy shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

⁴⁷ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

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

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

***FEDERAL COMPLIANCE– LAUSD SPECIFIC LANGUAGE**

As a recipient of federal funds, including federal Title I, Part A funds, Lashon Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Lashon Academy understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Lashon Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE

- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide status, if applicable; otherwise, identify and maintain a 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

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

OUTREACH EFFORTS

Lashon Academy will strive to achieve racial and ethnic balance reflective of the District and address the racial and ethnic balance 70:30 or 30:70 ratio, through a carefully considered recruitment and community outreach drive. In addition to offering a high quality elementary school that provides an innovative language acquisition program, Lashon Academy expects to appeal to a racially, ethnically, and socioeconomically diverse student population by engaging in the outreach efforts listed below.

Lashon Academy is committed to educating the community about its academic program and the benefits it offers to the diverse racial, ethnic, and socioeconomic population of Van Nuys and its surrounding communities. Each year, Lashon Academy will develop a calendar of outreach events and recruit a group of parents and volunteers to staff each event (the “Outreach Team”). To ensure a systematic approach, the community outreach plan considers geography (“Where?”), the value of varied communication modes and information delivery methods (“How?”) and the importance of consistent and frequent outreach efforts (“When?”) to attain racial and ethnic balance at Lashon Academy that is reflective of residents in LAUSD. The initial outreach plan is described in the remainder of this section.

Languages to be Utilized in the Outreach

Outreach efforts will use English, Spanish and Hebrew.

Where? The Geographic Areas That Will Be Targeted in Outreach Efforts

The map below illustrates the geographical target area for Lashon Academy outreach. The Outreach Team will focus efforts in Van Nuys and its surrounding neighborhoods in Los Angeles.

Figure 4. Geographic Target Area



Copyright © and (P) 1988–2010 Microsoft Corporation and/or its suppliers. All rights reserved. <http://www.microsoft.com/streets/>
 Certain mapping and direction data © 2010 NAVTEQ. All rights reserved. The Data for areas of Canada includes information taken with permission from Canadian authorities, including: © Her Majesty the Queen in Right of Canada, © Queen's Printer for Ontario. NAVTEQ and NAVTEQ ON BOARD are trademarks of NAVTEQ. © 2010 Tele Atlas North America, Inc. All rights reserved. Tele Atlas and Tele Atlas North America are trademarks of Tele Atlas, Inc. © 2010 by Applied Geographic Systems. All rights reserved.

How? A Variety of Communication Methods to Advertise and to Recruit Students

Lashon Academy will use a variety of strategies to recruit a diverse population including:

Flyers

Flyers in English, Spanish and Hebrew outlining the mission and vision for the school and providing invitations to community meetings will be distributed at key locations to reach socioeconomically disadvantaged members of the community. Key locations include these community meeting points: libraries, religious gathering places, family centers, local grocery stores and coffee establishments.

Below is a sample of local community meeting points in the Van Nuys area:

- **Van Nuys Multipurpose Center (aka Bernardi Center)**
6514 Sylmar Ave., Van Nuys, CA 91401
- **SFV Community Center**
14602 Victory Boulevard, Van Nuys, CA 91411-1601
- **Van Nuys Recreation Center**
14301 Vanowen Ave., Van Nuys, CA 91405
- **Van Nuys Branch Library**
6250 Sylmar Ave Van Nuys, 91401

- **North Los Angeles County Regional Center**
15400 Sherman Way, Suite 170, Van Nuys, CA 91406
- **Friends of the Family**
15350 Sherman Way Suite 140, Van Nuys, CA
- **31st District PTSA**
17445 Cantlay Street, Van Nuys, CA 91406
- **Child Family Guidance Center**
6851 Lennox Avenue, Suite 100, Van Nuys, CA 91405
- **Knights of Columbus**
14450 Valerio Street, Van Nuys, CA 91405
- **Boy Scouts of America Western Los Angeles County**
16525 Sherman Way, Unit C8, Van Nuys, CA 91406
- **Inner Circle Foster Family Agency**
7120 Hayvenhurst Avenue, Suite 204, Van Nuys, CA 91406
- **Keep Youth Doing Something**
6740 Kester Avenue, Van Nuys, CA 91405
- **Mid Valley YMCA**
6901 Lennox Avenue, Van Nuys, CA 91405
- **Starbucks**
15355 Sherman Way, Van Nuys, VA 91406

Presentations at Community Meetings

In addition to distributing flyers, Lashon Academy will do presentations at community meetings at the key locations listed above. Lashon Academy strongly believes that our outreach efforts must be conducted in their gathering places in order to be effective. Efforts will be made to attend local meetings to make brief presentations during open forums about Lashon Academy's intent to provide an innovative educational choice to the community. We will forge local partnerships and reach out to community leaders by defining the advantages of having a high performing charter option available for their constituents and families.

Hosted Community Meetings

Lashon Academy will hold community meetings that are open to the general public and will equip parents to make informed decisions about enrolling their children at the school. Interested families will be invited to provide information including names, addresses, telephone numbers and email addresses. A Spanish and Hebrew speaking representative will assist non-English speaking parents of prospective students. The meeting locations that Lashon Academy will choose will be widely known, easily accessible and frequented by families of all backgrounds.

Individual/Family Meetings

Lashon Academy will provide opportunities for meetings with prospective students and their parents in Spanish, Hebrew and English following approval of the school's charter.

Electronic Media

The Lashon Academy website ([HTTP://WWW.LASHONACADEMY.ORG/](http://www.lashonacademy.org/)) will be launched on the World Wide Web. It will provide detailed information about the school's instructional model and will include contact information for parents seeking more information. The site will also provide contact information to representatives of Lashon Academy who are fluent in English, Spanish and Hebrew.

Press Release Campaigns

Lashon Academy will send press releases to newspapers written in English, Spanish and Hebrew providing information and invitations to community meetings. All press releases will be translated into Spanish and Hebrew as required or appropriate for each publication.

Lashon Academy believes these periodicals will reach communities of different backgrounds, cultures and nationalities represented in the target area.

When? Achieving Consistency in Our Outreach Efforts to Attain Racial and Ethnic Balance

Lashon Academy will achieve a racial and ethnic balance goal of 70:30 or 30:70 among its students that is reflective of the general population by:

- Annually engaging in thorough outreach designed to be accessible to diverse communities prior to and during Lashon Academy's open enrollment period;
- Annually reaching out to neighborhoods that include a variety of ethnicities and races;
- Annually and periodically informing these communities about the advantages of the Lashon Academy program; and
- Consistently emphasizing the benefits of being multi-lingual through a language integrated program.

Element 8 – Admission Requirements

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

ADMISSION REQUIREMENTS AND ASSURANCES

Lashon Academy will admit all California residents who wish to attend, as called for in Ed. Code §47605 (d)(2)(A) who are age-eligible, according to Ed. Code §48000 (a). Lashon Academy’s admissions process will reach out to families to enable the school to have a diverse student body.

- All students will be admitted, space permitting, and not determined according to the place of residence of the student or of his or her parent or guardian. Lashon Academy will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.
- The school’s admissions practices will comply with Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, as applicable.
- Lashon Academy will be open to all students including those with special education needs.
- Lashon Academy will support the administration of special education services at the school site by the Los Angeles Unified School District and participate in the search child/find efforts of the SELPA.

ADMISSION REQUIREMENTS

Lashon Academy understands that the minimum age at which a student may be admitted to public school in California will vary until the 2014-15 school year. Lashon Academy will comply with the minimum age requirements defined in Ed. Code §48000, as follows:

- a) A child shall be admitted to kindergarten at the beginning of a school year, or at a later time in the same year, if the child will have his or her fifth birthday on or before one of the following dates:
 - (1) November 1 of the 2012-13 school year.
 - (2) October 1 of the 2013-14 school year.
 - (3) September 1 of the 2014-15 school year and each school year thereafter.
- b) On a case-by-case basis, the Lashon Academy Board may admit to kindergarten a child having attained the age of five years at any time during

the school year with the approval of the parent or guardian, subject to the following conditions:

- (1) The Lashon Academy Board determines that the admittance is in the best interests of the child.
- (2) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

Prior to the admission of a child to the kindergarten or first grade, the child's parent or guardian will present proof evidencing that the child is of the minimum age fixed by law for admission. The method of proof of age may be any of the following unless the Lashon Academy Board revises this list:

- a) certified copy of a birth record;
- b) statement by the local registrar or a county recorder certifying the date of birth;
- c) baptism or bris certificate duly attested;
- d) passport; or
- e) when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Lashon Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.⁴⁸

RECRUITING ACADEMICALLY LOW-ACHIEVING, SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES

Lashon Academy is a public school offering an educational program and learning conditions that are likely to appeal to families for many reasons. The Outreach Team strategies described in Element 7, Racial and Ethnic Balance, to promote racial and ethnic diversity will also be used to promote socioeconomic diversity at the school. The Outreach Team will focus extra marketing attention at community locations serving

⁴⁸ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document "Required Language for Charter Petitions" (2011-2012).

census tracts where socioeconomically disadvantaged families live and communities served by LAUSD schools with school-wide Title I status. Lashon Academy will provide extra marketing attention in community locations with LAUSD schools in Program Improvement, an indication of a population of low-achieving students whose families may prefer a different choice. In all meetings to describe the school's program, the Outreach Team will note school and program features likely to create a supportive and successful learning environment for all students, including academically low-achieving, socioeconomically disadvantaged students, and students with disabilities.

ADMISSION PREFERENCES

Specific procedures, policies and timelines associated with student selection and the operation of the lottery will be developed and adopted by the Lashon Academy Board upon approval of the Charter. The Board will be responsible for adopting a process that reconciles California law, federal law and non-regulatory guidance, and the State's Request for Applications (RFA) for the federally funded Public Charter Schools Grant Program (PCSGP). With LAUSD approval, Board policy will include the following:

- The school will inform parents and guardians in the community about the charter school, open admission timelines and procedures, and rules for the random public drawing, if needed.
- Community outreach will be designed to enable the school to have a diverse student body.
- Lashon Academy will admit all age-eligible California residents who wish to attend, as called for in Ed. Code §47605 (d)(2)(A).
- The school will determine admission by a public random drawing (lottery) if the number of pupils who wish to attend exceeds the school's capacity.
- Students already enrolled are exempt from lotteries. Once a student is admitted to the school, he or she may remain in attendance through subsequent grades.
- Siblings of students already admitted to or attending Lashon Academy will be exempted from the lottery and admitted to the school.
- Children of founders and/or teachers will be exempted from the lottery and admitted to the school as long as the number admitted by this exemption does not exceed 10 percent of total enrollment at Lashon Academy.
- Lashon Academy will employ a single lottery with a higher weighting for students who are LAUSD residents.

HOW ADMISSION PREFERENCES WILL BE IMPLEMENTED AND WAITING LIST

- Children of Founders/Teachers: Children of founders and/or teachers shall receive a guarantee of admission unless the number admitted by this exemption would exceed 10 percent of total enrollment at Lashon Academy or

unless the student would enroll in a grade that has all of its spaces already filled. If a student cannot be admitted for either of these reasons, the student's name will be entered in the lottery as either a resident or nonresident of LAUSD to be randomly drawn and offered admission or placed on a waiting list without limitation.

- **Siblings:** Siblings of students already enrolled at Lashon Academy shall be guaranteed admission unless the sibling is to enroll in a grade that has all of its spaces already filled, in which case the sibling would be put on the waiting list for admission to that grade *ahead* of all students from the lottery. Siblings of students whose names are drawn during the lottery shall be guaranteed admission unless the sibling is to enroll in a grade that has all of its spaces already filled, in which case the sibling would be put on the waiting list for admission to that grade *behind* any student already on the waiting list.
- **LAUSD Residents:** All students in the lottery living in the Los Angeles Unified School District boundaries will receive weighted drawing preference over students living outside the LAUSD boundaries by having their names submitted twice in the lottery pool.

IMPLEMENTATION OF RANDOM PUBLIC LOTTERY

If Lashon Academy receives a number of applications from potential students exceeding the number of spaces available within any grade level, the school will conduct a random public lottery, designed to establish a diverse student population, using the following rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:

- **Method of Verifying Fair Process:** The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
- **Method to Communicate Lottery Rules:** The school will describe the lottery process rules and procedures in English, Spanish and Hebrew on the school's website, in flyers distributed at community meetings about admission to the school, and in presentations to groups and conversations with families who have expressed interest in admission. The school will communicate the lottery rules and procedures by U.S. postal service or to email accounts at the request of interested parties.
- **Open Enrollment Timeline:** During an open enrollment period (October 1 through February 24), which will be at least 90 days long, interested parties will complete interest cards with the name, grade, and contact information of their students in order to participate in the lottery, if one is needed.
- **Open Enrollment Assistance:** Information will be available in English, Spanish and Hebrew. School staff or volunteers will help any interested party with language or literacy barriers or physical disability to complete an interest card.

- **Lottery Timeline:** The lottery will take place within 30 days of closing the open enrollment period (March 20th).
- **Lottery Location to Allow Observation:** The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
- **Lottery Date and Time to Enable Attendance:** The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so, but their attendance is not required.

LOTTERY PROCEDURES

- **Notice of Available Spaces:** Prior to conducting the lottery, all interested parties will be told how many openings are available in the school in the different grades served by the school.
- **Drawing Description:** The single lottery shall include drawing names from pools of ballots differentiated by grade level.
- **Drawing Process:** A representative of an outside agency or the organization confirming the results of the lottery shall draw the ballots, beginning with the lowest grade, and continuing until all names for that grade level are drawn.
- **Determining Waiting List:** Those individuals whose names are drawn after all spaces have been filled will be placed on a waiting list in the order drawn, except if the preferences described above require otherwise.
- **Enrollment Offer Notice and Timeline to Respond:** Families not attending the lottery shall be informed in writing of their students' selection or placement on a wait list. Families with students drawn for admission shall have seven (7) days from the date of postage to respond to the offer of enrollment. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of drawn students by telephone. Families not responding within the 7-day period will forfeit their offer of enrollment for that school year.
- **Promotion Of Waiting List and Timeline to Respond:** Potential students on the waiting list shall provide contact information for the School to use in the event space becomes available. Families promoted off the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond to the offer of enrollment. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Families not responding within the 7-day period will forfeit their offer of enrollment for that school year.
- **Record of Fair Lottery Execution:** The outside organization or agency verifying the fair execution of the lottery shall confirm in writing that the lottery was

conducted fairly, and the school shall keep on record copies of that confirmation.

- **Waiting List Expiration:** The waiting list will expire at the end of each school year. Interested parties not previously admitted must reapply during subsequent open enrollment periods.

Element 9 – Financial Audits

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

***DISTRICT OVERSIGHT COSTS – LAUSD-SPECIFIC LANGUAGE**

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.⁴⁹

BALANCE RESERVES

Additionally, the Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by § 15450, Title 5 of the California Code of Regulations.

***SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES – LAUSD-SPECIFIC LANGUAGE**

In the event that Lashon Academy 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 Lashon Academy, Lashon Academy authorizes the District to deduct any and all of the in lieu property taxes that Lashon Academy otherwise would be eligible to receive under § 47635 of the Education Code to cover such owed amounts. Lashon Academy further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Lashon Academy. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Lashon Academy 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 – LAUSD SPECIFIC LANGUAGE**

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

⁴⁹ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

- Lashon Academy 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 Lashon Academy.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Lashon Academy 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 Lashon Academy 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 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.

Lashon Academy 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 Lashon Academy. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

Lashon Academy will develop and maintain internal fiscal control policies governing all financial activities.

ANNUAL INDEPENDENT FISCAL AUDIT

An annual independent fiscal audit of the books and records of Lashon Academy will be conducted as required in Ed. Code §47605(b)(5)(I) to review the school's internal controls, and verify the accuracy of the school's financial statements and attendance and enrollment accounting practices. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Lashon Academy Board will select an independent auditor and will be responsible for overseeing the independent audit. At a minimum, the auditor will be a Certified Public Accountant, have knowledge of the Audit Guide for Charter Schools, have educational institution audit experience, and appear on the State Controller's Certified Public Accountants Directory Service (CPADS) published list as qualified to perform K-12 Local Education Agency audits. The audit will follow Generally Accepted Auditing Standards (GAAS) to the extent these are in accord with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide.

AUDIT INFORMATION PLANS AND SYSTEMS

The school will gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. The auditor will complete the annual audit within four months of the close of the fiscal year. Lashon Academy will transmit a copy of its annual independent financial audit report for the preceding fiscal year to LAUSD, the Los Angeles County Board of Education (LACOE), the State Controller, and the California Department of Education (CDE) by December 15 of each year.

RESOLVING AUDIT EXCEPTIONS

The Lashon Academy Board of Directors will receive and review the audit report, consider any audit exceptions or deficiencies, and develop a plan to resolve them in conference with the auditor to the satisfaction of the auditing agency and LAUSD.

Audit exceptions and deficiencies shall be resolved. If there are any exceptions and deficiencies, Lashon Academy will submit a report to LAUSD proposing how any exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for resolution. Any disputes between LAUSD and Lashon Academy regarding the resolution of audit exceptions and deficiencies will be resolved using the dispute resolution process described in Element 14, Dispute Resolution, of this Charter.

The independent fiscal audit of Lashon Academy is a public record that will be available to the public upon request.

BUSINESS MANAGEMENT AND BUDGETS

The Lashon Academy Board will create fiscal policies regarding the deposit of funds, investment procedures, and internal financial controls. The Lashon Academy Principal and Board Treasurer will review monthly cash flow statements and will present comprehensive budget updates to the Board at intervals during the fiscal year. The Lashon Academy Principal and Board Treasurer may also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow.

The Principal will assume the lead responsibility for managing day-to-day financial matters at the school under the policies adopted and oversight provided by the school's Board of Directors. The school anticipates contracting with a vendor for back-office support, selecting a firm based on experience, customer satisfaction, and comparative cost analysis of organizations that offer similar services.

The Principal will work with the back-office support provider to manage the school's financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

Lashon Academy and its contracted business services provider will employ all Generally Accepted Accounting Principles (GAAP).

Each spring Lashon Academy will establish an annual budget, monthly cash flow projections, and a three-year financial projection. The Principal and Board Treasurer will prepare the budget and work with the back-office support provider and the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and reserves to accommodate cash flow challenges. Reserves will be based on the amount required in § 15450, Title 5 of the California Code of Regulations. Contingency budgets may be prepared to provide a framework in case of unexpected increases in expenses or cuts in revenues. The annual budget development process will begin by March of the preceding fiscal year and continue through the Governor's May revisions of the State budget. The Lashon Academy Board of Directors will discuss and approve the annual budget and three-year projections.

Lashon Academy's first year operational budget, as well as cash flow and financial projections for the first five years are shown in [APPENDIX J BUDGET \(5 YEAR\)](#).

FINANCIAL REPORTS

Pursuant to AB 1137, Lashon Academy will provide any necessary financial statements to LAUSD, LACOE, and CDE. In addition to the annual independent audit noted above, Lashon Academy shall annually prepare and submit the following reports to LAUSD and the Los Angeles County Superintendent of Schools, as required in Ed Code §47604.33 (a):

(1) On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.

(2) On or before December 15, an interim financial report. This report shall reflect changes through October 31.

(3) On or before March 15, a second interim financial report. This report shall reflect changes through January 31.

(4) On or before September 15, a final unaudited report for the full prior year.

Additional report deadlines with direct, monetary impact on Lashon Academy, include the following reports that Lashon Academy will file:

- Pupil Estimates for New or Significantly Expanding Charters (PENSEC) – last business day in July
- First 20-Day Actual Attendance Report for New Charters and Grade Level Expansion Charters – not later than five business days following the end of the first 20 school days, i.e., late October
- Charter School Attendance Data for the previous year to be used to calculate lottery funding – July 15
- Corrections to be applied at the P-1 Apportionment – October 1
- Special Apportionments for New and Expanding Charter Schools, September-December 2010
- Charter School Economic Impact Aid (EIA) Attendance Data – mid-January
- Pupil Estimates for New or Significantly Expanding Charters (PENSEC) for Fiscal Year 2010-11 – Mid-January
- First Principal Apportionment (P1) Report - first week of January
- Charter school attendance corrections for prior fiscal year – mid-March
- Second Principal Apportionment (P2) Report – first week of May
- Charter school EIA data (English learners pupil count for newly operational charters only) – first week of May
- Final Charter School Attendance Report – mid-July

CHARTER SCHOOL REVOLVING LOAN FUND

Lashon Academy understands that the Charter School Revolving Loan Fund (Ed. Code § 41365) is comprised of federal funds obtained by the state for charter schools and any other funds appropriated or transferred to the fund through the annual budget process and that priority for loans from this fund is given to new charter schools for startup costs. Lashon Academy further understands that it will be eligible to apply for one or more loans, as a charter school that is not a conversion of an existing school and that the total received from the fund shall not exceed two hundred and fifty thousand dollars (\$250,000) over the lifetime of the charter school. Because Lashon Academy is incorporated, it is eligible to apply directly for the loan and the charter school shall be solely liable for repayment of the loan.

Lashon Academy recognizes that the Superintendent of Public Instruction may consider all of the following when making a determination as to the approval of a charter school's loan application:

1. soundness of the financial business plans of the applicant charter school;
2. availability of other sources of funding to the charter school;
3. geographic distribution of loans made from the Charter School Revolving Loan Fund;
4. the impact that receipt of these loan funds will have on the charter school's receipt of other private and public financing;
5. plans for creative uses of the loan funds received, such as loan guarantees or other types of credit enhancements; and
6. the financial needs of the charter school.

Lashon Academy understands that revolving loan repayment begins the first fiscal year following the fiscal year in which the charter school receives the loan. Repayment shall be in equal annual amounts over a number of years agreed upon between Lashon Academy and the State Department of Education, not to exceed five years for any loan. The Controller shall deduct payments from apportionments made to Lashon Academy and pay the same amount into the Charter School Revolving Loan Fund in the State Treasury.

Element 10 – Student Expulsions

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

*SUSPENSIONS AND EXPULSIONS – LAUSD SPECIFIC LANGUAGE

Lashon Academy 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.⁵⁰

Lashon Academy 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.

Lashon Academy shall ensure the appropriate interim placement of students during and pending the completion of Lashon Academy’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, Lashon Academy 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.

Lashon Academy shall use alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from Lashon Academy, the School shall forward student records upon request of the receiving school district in a timely fashion. Lashon Academy 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

⁵⁰ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

- 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, Lashon Academy 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, Lashon Academy 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?

GENERAL DISCIPLINE APPROACH

Discipline is an important component of a safe, respectful and welcoming school environment where students can learn and teachers can devote their time to teaching. Lashon Academy will set clear rules and expectations, adopt a behavioral policy as well as a pupil suspension and expulsion policy (collectively, our “discipline policies”), and apply thoughtful responses to student misconduct in order to provide this environment. The purpose of our disciplinary policies is to insure the rights of each student to attend school in a safe, positive and productive learning environment. All Lashon Academy discipline policies will comply and be consistent with the District’s Discipline Foundation Policy (TAB 15). All discipline plans will include: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

To preserve and protect this safe and welcoming environment, Lashon Academy will apply exclusionary discipline (suspension and expulsion) to serious incidents of student misbehavior that pose a threat to others or that are required under federal or California law. For non-emergency student misconduct, we will favor discipline techniques other than exclusionary discipline as a means to teach appropriate behavior and use progressive disciplinary approaches as needed.

Lashon Academy is a public charter school and a school of choice. Students who engage in prohibited misconduct as described in the charter petition, or do not meet the code of conduct and expectation requirements outlined in policies may be expelled.

INVOLVING STAKEHOLDERS (STAFF, PARENTS, STUDENTS, LEGAL COUNSEL)

The Lashon Academy Board will develop a detailed pupil suspension and expulsion policy and procedures, with the input of school staff, parents, and legal counsel that will provide students with “due process” rights when the school considers suspension or expulsion. Federal law describing the process that must be adhered to when disciplining students, including court decisions, and extensive laws governing discipline of special education students, will control the design of the policy and procedures. The Principal

and Board members will become well versed in these policy and process requirements through workshops and trainings in order to implement the policy and procedures in accordance with the law.

Lashon Academy's lists of suspension and expulsion offenses in this charter are preliminary lists, subject to later revision pursuant to the creation of the detailed policy and procedures regarding suspension and expulsion that the Lashon Academy Board will develop with input from parents, staff and legal counsel, adopt, periodically review, and modify as necessary.

The adopted suspension and expulsion policy, including the offenses that may result in suspension or expulsion, will be cognizant of federal protections for students, such as first amendment rights. Prior to enacting any "zero tolerance" provisions, Lashon Academy will consult with legal counsel to determine the limiting factors for such provisions.

The suspension and expulsion policy will address the most serious disciplinary problems when a student's behavior is a danger to other students or staff, or after a school's less severe disciplinary practices (designed to be corrective) have proven ineffective and the student presents a substantial and ongoing disruption to the school's operations. When a student violates this policy, it may be necessary to suspend or expel the student from regular classroom instruction in order to promote learning and protect the safety and well-being of all students and staff.

Petitioners reviewed LAUSD's *Discipline Foundation Policy: School-Wide Positive Behavior Support* and the lists of offenses and procedures that apply to students attending non-charter schools in California Education Code passages cited above. The petitioners have created lists of offenses and procedures for Lashon Academy that will provide adequate safety for students, staff, and visitors to the school and serve the best interests of Lashon Academy's students and parents/guardians. Summaries of Lashon Academy's draft suspension and expulsions procedures and due process provisions are described later in this section.

LOCATION OF OFFENSE

A student may be suspended or expelled for any of the acts enumerated in this section, related to school activity or school attendance, that occur at any of the following times:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off campus.
- During, or while going to or coming from, a school-sponsored activity

REASONS FOR EXPULSION

Lashon Academy chooses to apply the list of mandatory and discretionary expellable offenses contained in the California Education Code to this charter school.

Mandatory Suspension and Recommendation for Expulsion

The Principal will impose mandatory immediate suspension and the recommendation for expulsion of students who commit any of the five offenses below, as listed in Ed. Code § 48915 (c):

- Possess, sell, or otherwise furnish a firearm
- Brandish a knife at another person
- Sell a controlled substance
- Commit or attempt to commit a sexual assault or sexual battery
- Possess an explosive

In compliance with the Federal Gun-Free Schools Act of 1994, Lashon Academy will impose a one calendar year of expulsion for any student bringing a firearm to school and will refer the student to law enforcement. The list above aligns to and fulfills this federal mandate.

Discretionary Recommendation for Expulsion

For the five offenses below, as listed in Ed. Code § 48915 (a), the Principal may recommend expulsion or may find that "expulsion is inappropriate due to the particular circumstance." These significant but discretionary offenses include:

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Unlawful possession of any controlled substance listed in Chapter 2 (§ 11053 *et seq.*) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
- Robbery or extortion
- Assault or battery, as defined in Penal Code § 240 and § 242, on any school employee

The Board's decision to expel a student because of one of these offenses will be based on one of the following findings:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the act, the presence of the pupil causes continuing danger to the physical safety of the pupil or others

GROUNDINGS FOR SUSPENSION -- OR EXPULSION, DEPENDING ON SEVERITY OR NUMBER OF OCCURRENCES

The following list of offenses that could result in suspension and/or expulsion at Lashon Academy are adapted from, but not identical to, offenses specified in Ed. Code §48900. At Lashon Academy, if the Principal determines that a student has committed any of the acts listed below, the Principal may suspend the student and, further, may recommend the student for expulsion. Offenses that could lead to suspension or expulsion depending on severity or number of occurrences are as follows:

- Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence on another person, except in self-defense
- Destroyed, stole, or attempted to steal school property or private property worth \$25.00 or more
- Disrupted school activities, including but not limited to the unwarranted pulling of a fire alarm, throwing food, or stuffing inappropriate items or quantities of item into toilet bowls
- Engaged in bullying, hazing, intimidating, or harassing a pupil or school personnel, including but not limited to electronic acts and verbal or written sexual harassment
- Refused to follow school rules or adult direction, including but not limited to unauthorized leaving of a supervised area
- Engaged in acts of vandalism, including but not limited to graffiti or spitting.
- Engaged in habitual profanity or committed an obscene act, including but not limited to making disrespectful gestures

DUE PROCESS AT LASHON ACADEMY

1. **Adopt Policies.** The Lashon Academy Board will review, adopt and periodically revise a pupil behavior policy and a suspension and expulsion policy at open meetings where parents, staff and other community members may observe and offer comments.
2. **Inform Students, Parents & Guardians.** The behavior policy will clearly describe student behavioral expectations and disciplinary consequences. Lashon Academy will post both the behavior policy and the suspension and expulsion policy on the school's website. The Principal shall ensure that students and their parents or

guardians receive written notice of all discipline policies and procedures upon enrollment. The notice shall state that copies are also available on request at Lashon Academy's main office. The school will prepare copies in English, Spanish and Hebrew and in other languages if required to serve the school's enrolled families.

3. **Report Violation.** Students who observe or have knowledge of any planned or actual violation of the behavior policy, or students who are victims of any planned or actual violation of the behavior policy, should immediately report the incident to a teacher, staff member or the Principal. A teacher or staff member who observes or has knowledge of any planned or actual violation or who is the victim of any planned or actual violation shall immediately report the violation to the Principal.
4. **Investigate Violation.** The Principal shall expeditiously investigate the occurrence, collect evidence, and take statements, then determine whether the incident merits suspension or expulsion. This investigation may include conducting a lawful search of a student's attire, personal property, vehicle, or school property, including books, desks and school lockers, if the Principal has reasonable grounds for suspecting a search will uncover evidence that a student has violated or is violating the law or rules of the school. However, the search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Suspension Procedures

1. **Informal Conference.** Unless a student poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the Principal will conduct an informal conference with the student before deciding to suspend the student. At this conference, the Principal will orally inform the student of what the student is accused of doing and the basis of the accusation. The student will be given the opportunity to present informal proof and the student's side of the story before the Principal decides whether to suspend the student.

If the Principal determines that the student poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the Principal may suspend the student prior to the informal conference.

If the Principal suspends a student without the informal conference, both the student and the parent or guardian will be notified of their right to return to school for the purpose of a conference within five (5) school days, or at the parent's or guardian's earliest opportunity.

2. **Duration of Suspension.** The Principal determines the appropriate length of the suspension, up to ten (10) school days. When suspensions do not include a recommendation for expulsion, they shall not exceed ten (10) consecutive school days per suspension.

(If the suspension also includes a recommendation for expulsion, then additional due process steps apply. See “Expulsion Procedures” below.)

3. **Contact Parent or Guardian.** At the time of the suspension decision, a Lashon Academy employee will make a reasonable effort to contact the parent or guardian by telephone or electronic message to inform him or her of the suspension and the reasons for the suspension.

If the suspension is to begin that school day and Lashon Academy cannot reach a parent or guardian to arrange for supervision of a suspended student, then the school will hold the suspended student in an isolated but supervised manner at the school, unless hospitalized or detained in a correctional facility, until the close of that school day.

4. **Written Notice of Suspension.** The Principal will send written notice of the suspension within one (1) school day to the parent or guardian and to the student. A copy of this notice will be placed in the student’s cumulative file at Lashon Academy. The notice of suspension will state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice will also state that, if desired by the parent or guardian, Lashon Academy will promptly hold a meeting at which to discuss the suspension and at which the student may be present and afforded an opportunity to present informal proof of the student’s side of the case. Additionally, if the Principal wishes to ask the parent or guardian to confer regarding matters pertinent to the suspension, the notice may ask the parent or guardian to respond to that request without delay.

5. **Change of Placement, Required Interim Alternative Educational Settings for Certain Offenses, Parent Notices, Manifest Determinations.** If the student has an IEP or a 504 Plan, Lashon Academy will ensure that the school 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. The Principal will initiate procedures set forth in the MOU regarding special education between LAUSD and Lashon Academy, regarding change of placement, required interim alternative educational settings for certain offenses, parent notices, manifest determinations and all related matters. (See the “Special Education Students” section below,)

6. **Behavior Contract.** The Principal may require the student and the student's parent or guardian to sign a contract that states the conditions that the student is expected to meet while enrolled at Lashon Academy. If the behavior contract is broken by the student, a more severe form of discipline, such as expulsion, may be appropriate depending upon the circumstances. The school will keep the signed contract and give a copy to the parent or guardian and to the student.
7. **Right to Appeal Suspension.** The student's parent or guardian may appeal the suspension decision within five (5) school days of Lashon Academy sending the Notice of Suspension to the student and parent or guardian. If no appeal is requested the decision is final and accepted.
8. **Written Appeal of Suspension.** If the student's parent or guardian requests an appeal, it must be in writing, signed by the parent or guardian, directed to the Principal, and received by the Lashon Academy front office by 4:00 pm of the fifth day. Parents or guardians may compose their appeal requests in their home language.
9. **Suspension Appeal Process.** The Principal will attempt to resolve the appeal with a written response within ten (10) school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or the student's parent or guardian may appeal in writing to the President of the Lashon Academy Board within five (5) school days of the date of the Principal's written response.

Lashon Academy School Board will post this closed session matter and report its decision in the manner required by the Brown Act at a meeting held within fifteen (15) school days of receipt of the appeal. All parties may present evidence and the Principal will submit a written recommendation to the Board.

The Board will deliberate in closed session and report its decision in open session. The Board decision will be final.

If any suspension appeal is denied, the student or the student's parent or guardian may place a written rebuttal to the action in the student's file.

Expulsion Procedures

1. **Expulsion Recommendation.** After the Principal investigates an incident, determines the offense should result in a suspension, and initiates the procedures to suspend the student as outlined above, the Principal may also decide to recommend, or be required to recommend, expulsion.

2. **Extension of Suspension Pending Expulsion.** If the Principal wants to consider extending a student's suspension pending an expulsion decision, the Principal will invite the student and the student's parent or guardian to a meeting held within five (5) school days of the student's suspension to discuss extending the suspension.

The purpose of the meeting will be to discuss the extension of the suspension and may be conducted as part of the initial meeting with the parent or guardian after the suspension. At this meeting, the participants will discuss the offense and its repercussions. If the student has committed an offense that requires a mandatory expulsion recommendation, this will be discussed at the meeting so that all parties understand why the Principal must recommend expulsion.

The Principal may only extend the suspension if, the Principal determines after the meeting that the presence of the student at Lashon Academy would cause a danger to persons or property, or a threat of disrupting the instructional process.

3. **Timely Scheduling of Expulsion Hearing.** The Lashon Academy Board of Directors will schedule an expulsion hearing within 30 school days of the date the Principal recommended expulsion.
4. **Letter Regarding Expulsion Hearing.** The Principal will send a letter by certified mail to the student and the student's parent or guardian regarding the expulsion hearing. The school will send this letter to the address reflected in the pupil's student file at least ten (10) calendar days before the date of the hearing.

The letter shall notify the student and the student's parent or guardian of the following:

- the date, time and place of the expulsion hearing;
- the student's right to postpone the expulsion hearing, if requested by the student and the student's parent or guardian in writing, for a period of time not to exceed 30 calendar days;
- the Board's discretion to grant any further extension of time requested by the student and the student's parent or guardian in writing.
- a statement of the facts, charges and offenses upon which the proposed expulsion is based;
- a copy of Lashon Academy's disciplinary rules relating to the alleged violation;
- notice of the obligation for the student and the parent or guardian to provide information about the student's status at Lashon Academy to any other school district or school to which the student seeks enrollment;

- the opportunity for the student and the student's parent or guardian to appear at the expulsion hearing in person and to employ and be represented by legal counsel or an advocate at the expulsion hearing;
 - the right of the student and the student's parent or guardian, legal counsel or advocate to inspect and obtain copies of all documents to be used at the expulsion hearing;
 - the opportunity of the student and the student's parent or guardian, legal counsel or advocate to confront and question witnesses who testify at the expulsion hearing (unless revealing the name of a student witness or requiring that the student testify could subject the student to risk, in which case statements and reports of such students may be relied on in lieu of live testimony and student names do not have to be revealed);
 - the opportunity of the student and the student's parent or guardian, counsel or advocate to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.
5. **Lashon Academy Record of Expulsion.** Lashon Academy shall maintain documents that may be used at the hearing and make them available for review by the student and the student's parent or guardian. These papers may include, but are not limited to, the following: a record of the student's attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by the Principal; a statement of the facts surrounding the case made by witnesses; a law enforcement agency's report; and any other relevant matter.
6. **Expulsion Hearing.** The Lashon Academy Board of Directors will conduct the expulsion hearing in a session closed to the public unless the student or the student's parent or guardian requests, in writing, at least five (5) days before the date of the hearing, that the hearing be conducted at a public meeting.
- Lashon Academy School Board will post this closed session matter and report its decision in the manner required by the Brown Act. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may deliberate in a closed session but must report its decision in open session.
- If the Board admits any other person to a closed deliberation session, the student, the student's parent or guardian, and the legal counsel or advocate of the student also shall be allowed to attend the closed deliberations.
- A record of the hearing shall be made and may be maintained in a manner that permits a complete written transcription of the proceedings to be made.
7. **Evidence & Testimony.** While the technical rules of evidence do not apply to expulsion hearings, parties may provide the kind of evidence on which reasonable

persons could rely in the conduct of serious affairs. The Principal's recommendation to expel must be supported by substantial evidence that the student committed an expellable offense.

The Board will base its findings of fact solely on evidence produced at the hearing. Hearsay evidence is admissible, but the Board will not base a decision to expel solely on hearsay evidence. The Board may admit sworn declarations as testimony from witnesses who the Board determines may be subject to an unreasonable risk of physical or psychological harm if their identities were disclosed or if they testified in person at the hearing.

If, due to a written request by the expelled pupil, the Board holds the expulsion hearing at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, then a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

8. **Expulsion Decision.** The Principal shall submit a written recommendation, with findings of fact, to the Board of Directors who will make a final determination regarding the expulsion. The Board can only take final action to expel a student in a public session. The Board shall make its decision within the latter of ten (10) school days following the conclusion of the expulsion hearing, or forty (40) school days after the date of the pupil's removal from Lashon Academy for the incident for which the recommendation for expulsion is made, unless the student has requested in writing that the decision be postponed.
9. **Decision Not to Expel.** If the Principal decides not to recommend expulsion, or if the Board decides not to expel, then the student shall be reinstated and permitted to return to classroom programs. Decisions not to recommend expulsion or not to expel shall be final.
10. **Decision to Expel & Appeal Procedure.** If the Lashon Academy Board of Directors decides to expel the student, then the student or student's parent or guardian may submit a written objection and request for reconsideration to the Board within ten (10) days of the Board's decision.

Reconsideration will be posted and conducted in the same manner as the expulsion hearing, deliberation, and decision in compliance with the Brown Act. Reconsidered decisions of the Lashon Academy Board of Directors shall be final unless successfully appealed to the Los Angeles County Board of Education.

The student or the student's parent or guardian may file an appeal of the Lashon Academy Board's decision to expel with the Los Angeles County Board of Education according to Los Angeles County Board of Education procedures if permitted by the Los Angeles County Board of Education. If this appeal is made, decisions of the Los Angeles County Board of Education shall be final.

11. **Rehabilitation Plan.** Students expelled from Lashon Academy shall be given a rehabilitation plan developed by the Board of Directors, or its designee, at the time of the expulsion order. The rehabilitation plan will include, but not be limited to, procedures for periodic review as well as assessment at the time of review for readmission. The rehabilitation plan will include a date no later than one (1) year from the date of expulsion when the pupil may reapply to the school for readmission.
12. **Suspension of Expulsion.** The Lashon Academy Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year. The Board may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program deemed appropriate for the rehabilitation of the student, or require other conditions such as good behavior or attendance.

The rehabilitation program to which the pupil is assigned may provide for the involvement of the student's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.

If the student satisfactorily completes the rehabilitation program, then the expulsion will be expunged from the student's record.

13. **Written Notices of Expulsion.** Following a Board decision to expel a student, the Principal shall send a written notice of the decision to expel to the student and the student's parent or guardian. The notice shall include the following:
 - notice of the specific offense committed by the student;
 - the Board's findings of fact;
 - the student's rehabilitation plan;
 - the process for readmission;
 - notice of the right to submit a written objection and request for reconsideration to the school's Board of Directors within 10 school days;
 - notice that the decision of the Lashon Academy Board of Directors shall be final unless successfully appealed to the Los Angeles County Board of Education; and
 - notice of the student's and parent or guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school.

14. **Notification of Expulsion to the District.** The Principal shall also send written notice of the decision to expel to the student's district of residence and the Los Angeles County Office of Education. This notice shall include the student's name and the specific expellable offense committed by the student.
15. **Continuing Education.** Expelled students are responsible for seeking alternative education programs, including but not limited to programs within the County or their school district of residence, such as a community day school.

Special education students remain entitled to continued educational services. These educational services will be provided in accordance with the special education provisions for suspended and expelled students in the Lashon Academy charter and its MOU with LAUSD to ensure that these students continue to receive educational services.

16. **Readmission Decision.** Lashon Academy's Board of Directors 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.

The Principal, the student, and the student's parent or guardian shall first meet to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Lashon Academy Board following the meeting regarding the Principal's determination.

The Board will make its decision at a meeting posted and conducted in compliance with the Brown Act. The decision to readmit a student or to admit a student previously expelled pupil from another school district or charter school shall be at the sole discretion of the Lashon Academy Board of Directors.

17. **Records.** Lashon Academy will maintain records of all student suspensions and expulsions at the school site and make such records available for LAUSD's review upon request.

If a student is expelled from Lashon Academy, the school will notify the superintendent (or designee) of the school district of the pupil's last known address within thirty (30) days. In addition, Lashon Academy 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, as required by Ed. Code 47605 (d) (3).

Lashon Academy will also submit an expulsion packet to the LAUSD Innovation and Charter Schools Division (ICSD) immediately or as soon as practically

possible, containing items required by ICSD.

Finally, Lashon Academy will also forward student records upon request to the receiving school district, if different from the district of residence, in a timely fashion.

***OUTCOME DATA – LAUSD SPECIFIC LANGUAGE**

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

***REHABILITATION PLANS – LAUSD SPECIFIC LANGUAGE**

Pupils who are expelled from Lashon Academy shall be given a rehabilitation plan upon expulsion as developed by Lashon Academy’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Lashon Academy for readmission.

***READMISSION – LAUSD SPECIFIC LANGUAGE**

The Lashon Academy’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 Lashon Academy’s governing board shall readmit the pupil, unless the 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. Lashon Academy is responsible for reinstating the student upon the conclusion of the expulsion period.

***SPECIAL EDUCATION STUDENTS – LAUSD SPECIFIC LANGUAGE**

In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 Plan, Lashon Academy 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 Lashon Academy, 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 Lashon Academy's failure to implement 504?

***GUN FREE SCHOOLS ACT – LAUSD SPECIFIC LANGUAGE**

Lashon Academy shall comply with the Federal Gun Free Schools Act.

Element 11 – Retirement Programs

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

MANNER BY WHICH STAFF MEMBERS WILL BE COVERED BY STRS, PERS, SOCIAL SECURITY OR MEDICARE

All Lashon Academy employees will be covered by both components of the Federal Insurance Contribution Act (FICA), i.e., Social security and Medicare. Lashon Academy will not participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS).

Lashon Academy will inform all applicants for positions within that charter school of the retirement system options for employees of the charter school. Information will specifically include that the charter school does not participate in STRS or PERS, and that accepting employment in the charter school may exclude the applicant from further coverage in the applicant’s current retirement system.

To maximize its ability to attract qualified staff, Lashon Academy will periodically evaluate the feasibility and appeal to candidates of other offerings, such as 403(b) Plans, Flexible Spending Accounts (FSA), and Health Saving Accounts (HSA).

Lashon Academy will make all employer contributions as required by federal social security, Medicare, workers’ compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Lashon Academy will contract with a back-office fiscal service agency that will coordinate payroll and benefit arrangements with the Office Manager. The Office Manager will collect employee forms and transmit necessary information to the back-office financial services agency performing these tasks.

Reporting PERS/STRS Contributions

Lashon Academy will not participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS). Therefore, there will be no STRS or PERS contributions.

Relationship Between the Teachers and the District/County Bargaining Unit

As defined in Element 15, Employer Status and Collective Bargaining, Lashon Academy is the exclusive public school employer of employees at Lashon Academy. Lashon Academy is a separate employer and Local Education Agency (LEA), distinct from LAUSD. No bargaining units currently represent Lashon Academy teachers or other staff. Teachers and other staff at Lashon Academy are not members of, nor participants in, any district or county bargaining unit as an aspect of their employment at Lashon Academy.

Those bargaining units do not collect dues from teachers or other employees at Lashon Academy, and the contract conditions negotiated between those bargaining units and LAUSD do not apply to teachers or other employees at Lashon Academy.

Labor Procedures Which will be Applied to Employees

Lashon Academy will comply with all provisions of the California Labor Code and Federal Labor Standards Act regulations that apply to California public charter schools that are, or are operated by, nonprofit organizations, including but not limited to compliance with minimum wage, overtime pay and meal period laws for non-exempt employees.

Process for Resolving Complaints/Grievances

As stated in Element 4, Governance, the *Lashon Academy Employee Handbook* (TAB 14) will include the Board-adopted Lashon Academy grievance procedures.

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

Lashon Academy will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.⁵¹

Process for Ensuring Due Process

As stated in Element 4, Governance, the *Lashon Academy Employee Handbook* (TAB 14) will include the Board-adopted Lashon Academy grievance procedures.

Process for Staff Recruitment, Selection, Evaluation and Termination

The processes for staff recruitment, selection, evaluation and termination are described in Element 1, The Educational Program and in Element 5, Employee Qualifications. The procedures for evaluation and termination will be further detailed in policies adopted by the Lashon Academy Board at open meetings following opportunities

⁵¹ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document "Required Language for Charter Petitions" (2011-2012).

for public review and comment, in the *Lashon Academy Employee Handbook* (TAB 14), and in individual employment agreements.

Procedure for Processing and Monitoring Credentials

The procedure for processing and monitoring credentials at Lashon Academy is described in Element 5, and Employee Qualifications.

Process by which Salaries, Benefits, and Working Conditions, i.e., Calendars, Holidays, Vacations, Work Day and Year, will be Determined

As described in Element 4, Governance, the Lashon Academy Board will establish the salaries, employee benefits and working conditions necessary to achieve the following:

- to attract and retain qualified educators and other staff in order to support students' learning needs;
- to provide a safe environment for students and adults at Lashon Academy in compliance with all applicable local, state and federal regulations, including but not limited to the California Labor Code and Federal Labor Standards Act, regulations; and
- to operate Lashon Academy in a fiscally sound manor.

The Lashon Academy Board will adopt annual budgets to implement delivery of the school's education program within the resources available. The Lashon Academy will review and adopt employment policies at open meetings following opportunities for public review and comment. The *Lashon Academy Employee Handbook* (TAB 14), will describe key provisions regarding working conditions and expectations that reflect the Board's policies. Individual salary and benefit negotiations, within budget and policy parameters, will occur at the time of each employee's hire and when Lashon Academy and the employee execute any subsequent employment agreement.

Element 12 – Attendance Alternatives

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

Pupils who choose not to attend Lashon Academy 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.⁵²

CHOICE OPTIONS IN LAUSD

Lashon Academy will provide parents and guardians of each student enrolled in Lashon Academy with a list of choice school options available to them, including a list of charter schools in Los Angeles and public schools in their local neighborhood.

NO RIGHT TO ADMISSION ELSEWHERE BECAUSE OF CHARTER ADMISSION

Lashon Academy admission forms will inform the parent or guardian of each pupil that the pupil has no right to admission in a non-charter District school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.

NO REQUIRED ENROLLMENT

No student can be required to attend Lashon Academy.

NO REQUIRED EMPLOYMENT

No LAUSD employee can be required to work at Lashon Academy.

⁵² All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

Element 13 – Employee Rights

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

***RETURN RIGHTS OF EMPLOYEES – LAUSD SPECIFIC LANGUAGE**

Leave and return rights for union-represented employees who accept employment with Lashon Academy 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.⁵³

LAUSD employment grants no right to work for Lashon Academy. Applications for employment from LAUSD employees will be evaluated on the same basis as all other applications.

EMPLOYEE RIGHTS/EMPLOYMENT STATUS CONSISTENT WITH CURRENT COLLECTIVE BARGAINING AGREEMENT

Job applicants for positions at Lashon Academy will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any LAUSD union employee who is offered employment and chooses to work at Lashon Academy will not be covered under LAUSD collective bargaining agreements at Lashon Academy.

All provisions pertaining to leave and return rights for LAUSD union employees will be granted to certificated and classified employees in accordance with LAUSD collective bargaining agreements current at the time of leave. LAUSD employees must consult with LAUSD and their collective bargaining agreements to determine their eligibility for leave.

The 2008-2011 LAUSD United Teachers of Los Angeles (UTLA) Collective Bargaining Agreement only offers charter leave to LAUSD teachers who wish to become employees of conversion charter schools, not start-up charter schools, as follows:

[LAUSD employees] who are not employed by a Conversion Charter School, but who may wish to become employed by a “start-up” charter school, will not be covered by the provisions of [Article XII-B Charter Schools] but may retain some rights to District re-employment (i) to the extent that they may qualify for personal leaves of absence under Article XII, Section 17.0, or (ii) to the

⁵³ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

extent that they may resign with right to reinstate to an opening within 39 months, pursuant to applicable law.”⁵⁴

Older collective bargaining agreements, like the 2005-2008 Unit B (Instructional Aides) Agreement between LAUSD and the Service Employees International Union, Local 99, that is currently in effect, include broader charter leave provisions. Under this agreement, the LAUSD Board of Education may approve unpaid leave for a LAUSD employee to serve in an assignment at a Board-approved start-up charter school for a minimum of one year and a total leave not to exceed the duration of the initial charter.⁵⁵

⁵⁴ 2008-2011 LAUSD UTLA Collective Bargaining Agreement, 01-03-2011, Article XII-B Charter Schools, Section 1.0 Introduction, b. Employees of Start-up Charters

⁵⁵ 2005-2008 LAUSD Unit B Collective Bargaining Agreement, 12-14-06, Article VII – Leaves of Absence, Section 23.0 Charter School Leave (Unpaid)

Element 14 – Dispute Resolution

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

Lashon Academy will create an environment of open communication where students, staff, and parents are comfortable discussing current concerns and problems as they develop with Lashon Academy administration. If students, staff, or parents feel that school administration has not adequately responded to the concern, they may bring these internal disputes to the attention of the Lashon Academy Board President to seek resolution, and subsequently to the full Board, if necessary.

Lashon Academy and the District are encouraged to attempt to resolve any concerns between Lashon Academy and the District amicably and reasonably without resorting to formal procedures. Lashon Academy’s administration and District representatives shall first informally confer in a timely fashion to attempt to resolve any concern.

The District may inspect or observe any part of Lashon Academy at any time, but will provide reasonable notice to the Principal of Lashon Academy prior to any observation or inspection, unless such notice would be inappropriate to the purpose of the visit.

If the District believes prompt action is required because of risk to student or employee safety, this procedure may be expedited to an immediate meeting between the District and the Lashon Academy administration at which time Lashon Academy will satisfy the District as to the implementation of necessary safety procedures.

If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Ed. Code §47604.5, the matter will be addressed at the District’s discretion, in accordance with that provision of law and any regulations pertaining thereto.

If the governing board of the District believes it has cause to revoke this charter, the Board agrees to notify the Lashon Academy governing board in writing, noting the specific reasons for which the charter may be revoked, and to grant Lashon Academy reasonable time to respond to the notice and take appropriate corrective action.

Participation in the dispute resolution procedures outlined at the beginning of this Element shall not be interpreted to impede or as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

***MANDATORY DISPUTE RESOLUTION – LAUSD SPECIFIC LANGUAGE**

The staff and governing board members of Lashon Academy agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Lashon Academy, except any controversy or claim that is in any way

related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14⁵⁶.

Any Dispute between the District and Lashon Academy 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 Principal

Lashon Academy
(Address to be determined)

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
33 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 attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall

⁵⁶ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

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 – Employer Status and Collective Bargaining

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b) (5) (O)

The Lashon Academy is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”)⁵⁷. (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

Lashon Academy recognizes the employees’ rights under the EERA provisions to organize for collective bargaining.

As the exclusive public school employer, Lashon Academy will set the terms and conditions for all employees.

Lashon Academy will not discriminate against any applicant or employee on the basis of race, religion, color, national origin, ancestry, age (40 and above), gender, physical or mental disability, medical condition, status as Vietnam-era veteran or special disabled veteran, marital status, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation and those enumerated in Ed. Code §220.

⁵⁷ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

Element 16 – Procedures to be Used if the Charter School Closes

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

REVOCATION

The District may revoke the charter if Lashon Academy 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 Lashon Academy if the District finds, through a showing of substantial evidence, that the Charter School did any of the following⁵⁸:

- Lashon Academy committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Lashon Academy failed to meet or pursue any of the pupil outcomes identified in the charter.
- Lashon Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Lashon Academy violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify Lashon Academy in writing of the specific violation, and give Lashon Academy a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

TERM AND RENEWAL PROCESS

Upon approval by the LAUSD Board, the proposed charter term will extend from July 1, 2012 to June 30, 2017. The charter may be renewed for subsequent five-year terms by the Los Angeles City Board of Education of the Los Angeles Unified School District. Lashon Academy must submit its renewal petition to the District's Charter School Office on or after September 15 of the fiscal year the charter is scheduled to expire. Lashon Academy must also set up a petition intake appointment for the renewal petition with the designated Senior Coordinator within the Charter Schools Division. The Charter Schools Division will also determine whether Lashon Academy will participate in either an expedited or a standard renewal.

⁵⁸ All text that appears underlined throughout this section indicates Los Angeles Unified School District specified required language for charter petitions as indicated in the LAUSD document “Required Language for Charter Petitions” (2011-2012).

As defined in the “Charter School Renewal Components” outlined by LAUSD, the process for charter renewal involves:

- Oversight by Charter Schools Division
- Petition and Fiscal Review
- Charter Schools Division Recommendation Meeting
- Communication between Lashon Academy and Charter Schools Division Recommendation
- Public Hearing
- Board Action

The process for charter renewal varies from that awarding a New Petition in that the determining factors shift to the overall success of the school including:

- Student Achievement and Educational Performance
- Governance and Organizational Management
- Fiscal Operations
- Fulfilling the Charter

***CLOSURE ACTION – LAUSD-SPECIFIC LANGUAGE**

The decision to close Lashon Academy either by the Lashon Academy governing board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the charter lapses.

***CLOSURE PROCEDURES – LAUSD-SPECIFIC LANGUAGE**

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

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 Lashon Academy will be issued by Lashon Academy] within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Lashon Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Lashon Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school's employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education and follow their procedures for dissolving contracts and reporting. Lashon Academy shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Lashon Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

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

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

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

School and Student Records Retention and Transfer

Lashon Academy shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files 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 overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Lashon Academy shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

The financial closeout audit of the Charter School will be paid for by the Lashon Academy. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Lashon Academy will be the responsibility of the Lashon Academy and not LAUSD. Lashon Academy understands and acknowledges that Lashon Academy cover the outstanding debts or liabilities of Lashon Academy Any unused monies at the time of the audit will be returned to the appropriate funding source. Lashon Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Lashon Academy participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

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

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Lashon Academy Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Lashon Academy Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

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 Lashon Academy's right to operate as a Charter School or cause Lashon Academy to cease operation. Lashon Academy 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 Lashon Academy breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

***FACILITIES – LAUSD-SPECIFIC LANGUAGE**

- ☐ **Proposed Charter School Location: Local District 1 or 2, Van Nuys, or surrounding area**
- ☐ **Names of District school sites near proposed location: Cohasset St. Elementary, Bassett St. Elementary**
- ☐ **Proposed Charter School to be located within the boundaries of LAUSD: Yes.**

District-Owned Facilities: If Lashon Academy 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, Lashon Academy 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 Lashon Academy will occupy and use any LAUSD facilities, Lashon Academy shall execute an agreement provided by LAUSD for the use of LAUSD facilities **prior to occupancy and commencing use**.

Lashon Academy 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 Lashon Academy from conducting its educational programs. If Lashon Academy will share the use of LAUSD facilities with other LAUSD user groups, Lashon Academy 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.** Lashon Academy 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 Lashon Academy.
- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Lashon Academy for use. Lashon Academy, 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 Lashon Academy 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 Lashon Academy 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, Lashon Academy shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Lashon Academy's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Lashon Academy 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 Lashon Academy.
 - (i) **Co-Location.** If Lashon Academy is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Lashon Academy 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 Lashon Academy is a sole occupant of LAUSD facilities, LAUSD shall allow the Lashon Academy, 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 Lashon Academy 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, Lashon Academy shall satisfy those requirements to participate in LAUSD's property insurance or, if Lashon Academy is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Lashon Academy shall **not** have the option of obtaining and maintaining separate property insurance for the

LAUSD facility IF Lashon Academy 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. Lashon Academy 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 Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Lashon Academy may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Lashon Academy moves or expands to another facility during the term of this charter, Lashon Academy shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

Asbestos Management: The 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.